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REPORT ON THE ALBERTA LITERACY INVENTORY

1990

Alberta
ADVANCED EDUCATION
Community Programs Branch

REPORT ON THE
ALBERTA LITERACY INVENTORY

Community Programs Branch

Alberta Advanced Education

DECEMBER 1990

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Report on the Alberta Literacy Inventory

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1. INTRODUCTION

1.1 Context of the Study

1.1.1 Literacy Versus Adult Literacy

Literacy training, traditionally, had been viewed as the exclusive responsibility of the public school system. The premise was that every child had the right to access the public school system and that the system would provide programs for them to become literate. However, while the system had, for the most part, been successful in fulfilling this mandate, it became apparent that many adults lacked the literacy skills necessary to adequately cope with the demands placed upon them in their day-to-day lives. Some of these adults had special needs which the system could not successfully address. Others found that barriers, such as familial responsibilities or simple distance, prevented them from furthering their education. Still others, mostly older adults, may not have perceived a need to continue past an elementary education. But, for whatever reason, the fact remained that there existed adults in need of literacy training. This naturally led to the concept of adult literacy and a recognition of the need for literacy training beyond the traditional context of the public school system.

1.1.2 Adult Literacy: A Component of Adult Basic Education/Adult Basic Literacy Programming

Adult literacy has generally been considered by adult educators to be a component of their overall programming aimed at adults who have not completed their elementary or high school education. Adult Basic Literacy (ABL) encompasses literacy programming usually up to the grade 5 level. Adult Basic Education (ABE) may encompass programming up to high school completion.

1.1.3 Quantifying Adult Literacy: The Issue of Definition

Traditional definitions of adult literacy focused upon the presence or absence of simple "survival" skills. If an adult were able to read and write his own name and comprehend text on familiar objects such as labels or signs, he was deemed to be basically or conventionally literate. If not, he was designated to be illiterate. Yet, over time, it became increasingly apparent that defining literacy in its basic or conventional sense treated the concept of adult literacy far too simplistically. Conventional or basic literacy overlooked the fact that adult literacy, in the end, is conditioned by the interplay of factors which exist at two levels:

- **Contextual:** Adult literacy can only be defined based upon the given society and milieu individuals find themselves in and what roles they assume within these varying contexts.

  Each role, be it that of an employee, consumer, or parent, demands of individuals a different set of literacy skills, skills which allow them to successfully cope with the demands or expectations the given role places upon them.

- **Individual:** Adult literacy, further, can only be defined in terms of the individual's perception of the skills required to adequately function within a given context or role. In other words, literacy is highly idiosyncratic in nature, its presence or absence determined not by an external agent or set of criteria, but by the individual himself.

This inter-relationship between a myriad of contextual and individual factors naturally led to a movement away from defining literacy in its conventional sense to more "functional" definitions, ones which take into account the fact that literacy, ultimately, is a relative, dynamic construct, differing from place to place and from individual to individual. "Functional literacy" is perhaps most accurately and succinctly defined by

Hunter and Harman (1979), who view it as being:

"...the possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious, or other associations of their choosing. This includes the ability to obtain information they want and to use that information for their own and others' well-being; the ability to read and write adequately to satisfy the requirements *they set for themselves* as being important in their own lives; the ability to deal positively with demands made on them by society; and the ability to solve the problems they face in their daily lives."[1]

1.1.4 Implications of Relative Definitions

Viewing adult literacy, in its purest sense, as a relative concept leads to a number of implications for both decision-makers and program providers:

- Literacy, being relative, cannot be viewed as an end in and of itself. Rather, it must be viewed as a means through which individuals can accomplish whatever tasks they deem necessary and meaningful to their lives.
- Relativistic literacy implies that there exists no absolute fixed point at which illiteracy terminates and literacy begins.
- Being qualitative in nature rather than quantitative, measuring the true literacy rate of a given country (or, for that matter, a region) relativistically becomes highly elusive, if not impossible, as some argue.[2] It would, by necessity entail establishing different criteria for each culture or setting being studied.

1.1.5 Accountability: The Need for Practical Measurement

Because of the impracticality of measuring literacy relativistically, decision-makers have turned to more accessible, absolute measurement devices. The need for measurement finds its origin in the growing importance placed upon accountability. Some form of practical measurement is needed to at least get an estimate of the extent of the problem and the success of efforts directed towards alleviating it. As a result, two types of measurement devices have generally been utilized:

- Criterion-based measurement, as implemented by Southam's *Literacy in Canada: A Research Report* and Statistics Canada's *Survey of Literacy Skills in Daily Activities*. Criterion-based measurement determines the absence or presence of adult literacy based upon measurement devices which test skills that a panel of experts consider necessary for meaningful participation in society. In theory, the criteria are directly related to real tasks within the given society, be they reading a bus schedule or filling out an application. If a particular adult can read but is unable to exhibit the literacy skills required to complete the designated tasks to a certain standard, he is considered to be a functional illiterate. In the case of the Statistics Canada survey, this individual is categorized as a skill level 3 reader. If, during the interview, it becomes evident the adult is barely able or unable to read and write, he is classified as being a basic illiterate or, for Statistics Canada, as being a skill levels 1 or 2 reader.
- Grade level attainment is the criterion chosen by UNESCO in its *Adult Literacy in Canada: A Challenge* (1983). This form of measurement determines whether an individual is literate or not by the grade level which he has completed. For Canadian purposes, individuals who are out of school and 15 years of age or older with an educational attainment of between grades 5 and 8 are classified functional illiterates. Those individuals with less than grade 5 are designated basic illiterates.

1.1.6 Limitations of Practical Measurement

Both criterion-based and grade level attainment measurement, however, are not without their limitations.

- Criterion-based measurement has been faulted for being value- biased.[3] Additional objections stem from the fact that the criteria focus on functional skills in economic terms and, consequently, overlook the less quantifiable aspects of literacy such as personal satisfaction and creativity.[4]
- Measurement based solely upon grade level attainment, on the other hand, has received criticism for not only failing to take into account the regional differences in standards and quality of schools, but also for assuming societal participation can only commence with grade 9 completion. In addition, this form of measurement also has the tendency to falsely deem individuals "functionally illiterate" who, through self-education or life-experience, have achieved the equivalence of grade nine or higher. Conversely, it also has the potential to designate individuals who achieved a grade 9 education as "functionally literate" but, because of a lack of practice, have allowed their skills to regress.[5]

1.2 Adult Literacy In Canada

1.2.1 The 1980s: Growth of Awareness

Since the early 1980s, awareness of the extent and resulting impact of adult illiteracy within Canada has increased significantly, especially within society at large. In large part, this recognition is the result of the media attention paid to the findings of four studies:

- UNESCO, in its 1983 study, *Adult Illiteracy in Canada,* based upon 1976 Census figures, concluded that 22.8% of adult Canadians are functional illiterates, and an additional 5.5% are basic illiterates, for a total illiteracy rate of 28.4%.[6]
- Southam's 1987 *Literacy in Canada* found 16% of adult Canadians to be functional illiterates, and a further 8% to be basic illiterates, resulting in an aggregate illiteracy rate of 24%.[7]
- The Canadian Business Task Force's 1988 *Measuring the Costs of Illiteracy in Canada* estimated that illiteracy directly costs business $4.2 billion yearly and indirectly costs society $10.7 billion annually.[8]
- Statistics Canada's 1990 *Survey of Literacy Skills in Daily Activities* discovered 16% of Canadian adults' reading skills too limited to deal with the majority of written material encountered in everyday life (skill levels 1 and 2). A further 22% can only carry out simple reading tasks within familiar contexts with materials clearly laid out, but cannot cope with more complex reading tasks (skill level 3). Both figures combine for a total illiteracy rate of 38%.[9]

1.2.2 Federal Recognition and Reaction

During the 1986 Speech from the Throne, the federal government, reacting to increased public concern over the issue, committed itself to moving the issue of adult illiteracy onto the national agenda. The federal government's action clearly signalled a departure from tradition as, up to that point in time, the area of literacy had generally been viewed as a provincial responsibility.

In 1987, as evidence of the government's continued commitment to the issue, a National Literacy Secretariat was created within the Department of the Secretary of State.

In 1988, when the then Secretary of State, Lucien Bouchard, announced that $110 million over 5 years would be allocated to a National Literacy Partnership Strategy (NLPS), which would encourage greater involvement of the provinces and territories, business, industry, and the voluntary sector to seek effective, innovative solutions to the nation's literacy problems.

1.3 Adult Literacy in Alberta

1.3.1 The Extent of Adult Illiteracy in Alberta

Implementing the UNESCO definition, based upon 1986 Census figures, Alberta's total illiteracy rate comes to 10.8%.[10] The Southam Report found Alberta's aggregate adult illiteracy rate to be 21%.[11] Statistics Canada, in its 1989 survey, determined that 11% of adult Albertans have difficulty dealing with everyday printed material (skill levels 1 and 2), and a further 17% can only cope with simple reading tasks (skill level 3).[12] The varied figures underscore the limitations related to measurement. Nevertheless, even the lowest of the three figures indicates that a significant proportion of adult Albertans are in potential need of some form of programming to upgrade their literacy skills.

1.3.2 The Alberta Response

Alberta's recognition of the need of adult literacy training has been evident since the 1960s when efforts began to provide upgrading opportunities to adult Albertans. Since that time, an extensive network of programming and support aimed at providing ABE opportunities throughout the province has been established.

The Government of Alberta allocates $50.8 million annually through three departments to support ABE, academic upgrading, and literacy programs throughout the province. These programs are offered by a number of providers, including post-secondary institutions, school boards, further education councils, and community agencies. A further $40.6 million is allocated to student support annually.

1.3.3 Alberta Advanced Education

The bulk of the $21.1 million Advanced Education spends on ABE is earmarked for the base budgets of the province's Alberta Vocational Colleges (AVCs) located in Edmonton, Calgary, Lesser Slave Lake, and Lac La Biche. Each AVC commits approximately one-half of its operating funds to this area. Further Education Program Grants support volunteer tutor projects in 55 Alberta communities.

Nearly all of the province's eleven public colleges include academic upgrading components designed to address the needs of adults within their service areas. Literacy classes are also offered in 9 provincial correctional centres, and Community Educational Consortia provide academic upgrading opportunities to adults in five different regions of the province.

1.3.4 Alberta Career Development and Employment

Through its Alberta Vocational Training Program (AVT), Alberta Career Development and Employment makes available ad hoc funding to provide program support to post-secondary institutions offering adult upgrading programs at all levels. (Current annual funding commitments total $13.9 million.) AVT also makes available financial support to adults in full-time programs based upon need.

1.3.5 Alberta Education

Alberta Education's School Extension Policy provides preferred grants to schools that make available ABE programs at the 0 to 9 grade equivalency levels. In all, $10.3 million is spent on adult upgrading, while an additional $5.5 million is allocated to academic upgrading for adults offered through correspondence courses.

1.3.6 Literacy Coordinators of Alberta (LCA)

Established in 1986, the LCA is funded by Alberta Advanced Education to assist in making professional development opportunities available to the coordinators of the province's volunteer tutor literacy projects. The Regional Resource People Project (R2P2), developed by the LCA, utilizes the expertise of veteran coordinators in training tutors and providing information about up-to-date methodologies and instructional materials.

1.3.7 Recent Federal/Provincial Literacy Efforts

Since in 1987, under the cost-shared program of the National Literacy Partnership Strategy, a total of $3.28 million in funding has been provided for a total of 45 new term-certain literacy initiatives in a number of regions throughout the province, ranging from the production of curriculum materials based upon adult learner writings to a literacy in the workplace project.

1.3.8 Program Provision Management: The Movement Towards Greater Coordination

As mentioned, the provision of provincial adult literacy is the responsibility of three provincial government departments: Alberta Advanced Education, Alberta Education, and Alberta Career Development and Employment.

In 1984, in an attempt to gain a more accurate picture of programming, an Inter-Departmental ABE/ESL Advisory Group was formed. The Advisory Committee, in turn, struck and mandated a Working Committee, representing various literacy stakeholders throughout Alberta, to initiate a review of ABE provision within the province. The Working Committee's efforts culminated in 1985 with the publication of *Adult Basic Education in Alberta: A Discussion Paper*. The report presented a number of issues, including the finding that, "There is no articulation or coordination of the policies and practices for ABE provision, nor of the ABE programs that are being provided."[13] The need for a comprehensive adult literacy policy had become apparent.

The development of an umbrella adult literacy policy remained an important goal to the government. Nevertheless, an era of fiscal restraint delayed efforts directed towards its realization.

1.3.9 Alberta Adult Literacy Policy Development Committee (AALPDC)

In late 1988, however, the first step towards the development of a comprehensive adult literacy policy was taken with the establishment of the Alberta Adult Literacy Policy Development Committee (AALPDC), comprised of representatives from 15 government departments. Its main responsibility is to formulate a provincial literacy policy, but it also serves as a forum for sharing information and networking.

Steps were taken to obtain briefs from a cross-section of post-secondary institutions, community agencies, and associations with a direct or peripheral interest or involvement in adult literacy. Input was also sought from adult learners from throughout the province during a seminar held in Edmonton. The finalized policy, anticipated to be announced during 1990, International Literacy Year (ILY), will be a unified statement regarding literacy and ABE in Alberta.

1.3.10 The Need for Current Data: The Origins of the Alberta Literacy Inventory Project (ALIP)

Though the 1985 Discussion Paper brought provincial ABE/ABL activities into sharper focus, the AALPDC still lacked current, updated data to guide its deliberations. The collection of ABE program data had remained an elusive task. To address this deficiency, Alberta Advanced Education proposed that a provincial study be undertaken whose two principal foci were to be:

- the production of an inventory of current literacy programs and resource centres;
- and the establishment of a computer aided network to monitor and update data relating to adult literacy from throughout the province.

The proposal was accepted and eventually led to the evolution of the Alberta Literacy Inventory Project (ALIP), the findings of which constitute this report.

---

[1] Carman St. John Hunter and David Harman, *Adult Illiteracy in the United States* (New York: McGraw-Hill Book Company, 1979), p.7.

[2] Ronald M. Cervero, "Is a Common Definition of Adult Literacy Possible?" *Adult Education Quarterly*, Vol. 36, No.1 (Fall 1985), p.52.

[3] William T. Fagan, "Literacy in Canada: A Critique of the Southam Report" The Alberta Journal of Educational Research, Vol. 34, No.3 (September 1988), p.225.

[4] Hunter and Harman, p.18.

[5] Audrey M. Thomas, *Adult Illiteracy in Canada: A Challenge* (Ottawa: Canadian Commission for UNESCO, 1983), p.55.

[6] Thomas, p.57.

[7] The Creative Research Group Ltd. for Southam News, *Literacy in Canada: A Research Report* (Ottawa: The Creative Research Group, 1988), p.64.

[8] Woods Gordon, Management Consultants for The Business Task Force on Illiteracy in Canada, *Measuring the Costs of Illiteracy in Canada* (Toronto: Woods Gordon, 1988), p.7

[9] Statistics Canada, *The Reading Skills of Adult Canadians—Preliminary Data Highlights* (Ottawa: Statistics Canada, 1990), p.3.

[10] Statistics Canada, *The Nation—Population and Dwelling Characteristics: Schooling and Major Field of Study* (Ottawa: Canadian Government Publishing Centre, 1989), Table 2, p.11. No basic illiteracy rate for Alberta can be determined from the 1986 Census as it treats individuals with less than a grade 9 education as a single group.

[11] The Creative Research Group, p.64. The figure of 21% is an aggregate of 13% functional and 8% basic illiterates.

[12] Statistics Canada, *The Reading Skills of Adult Canadians*, p.5.

[13] ABE Discussion Paper Working Committee, *Adult Basic Education: A Discussion Paper* (Edmonton: Alberta Advanced Education, 1985), p.3.

2. RESEARCH METHODOLOGY

2.1 Project Mandate

The mandate of the Alberta Literacy Inventory Project (ALIP) was to report on the extent and nature of literacy programming throughout the province. In other words, the Project was directed to provide the provincial government with what had previously been lacking: a complete, up-to-date "picture" of the state of literacy education in Alberta which would continue to remain current through at least annual updates.

It should be noted from the outset that the Project was not conceived to be a critique or evaluation of current literacy programming. Rather, its purpose was simply to enumerate and describe the efforts being made to address the literacy needs of adult Albertans.

2.1.1 Project Objectives

To fulfill its mandate, the Project sought to:

1. **Identify** existing literacy programs and resource centres province-wide through the development of a computer-based inventory of both.
2. **Describe** their nature.
3. **Profile** the individuals who hold a stake in Alberta's literacy programming efforts.

2.2 Project Set-up

2.2.1 Project Staffing

The Project Coordinator was hired to manage the ALIP initiative in early January 1989. One project team member responsible for clerical support and three research officers were hired in February and March of 1989. The services of a database progamming consultant were also retained on a contractual basis. The Project Coordinator, along with two of the researchers, was based in Calgary. The third researcher was based in Edmonton. The Project's report writer commenced research and writing responsibilities in September 1989.

2.2.2 Orientation

All members of the research team attended an orientation to the Macintosh computer and a number of its software applications. The three researchers, in addition, were given a half-day adult literacy orientation. The purpose of the orientation was to provide the research team with the latest literacy statistics, a historical overview of literacy activities in Alberta, and an outline of the government's current role in program provision.

2.2.3 Establishment of Advisory Committee

ALIP's activities were guided by an Advisory Committee. Letters of invitation were sent out in mid-January 1989. Members of the committee represented a number of groups and professional associations with explicit interest in the field of adult literacy:

- Literacy Coordinators of Alberta (LCA)
- Alberta Association for Adult Literacy (AAAL)
- AVC ABE Implementation Committee
- Alberta Education ABE Administrators
- Academic Upgrading Coordinators' Alberta Committee
- Company of Coordinators (Further Education Council Coordinators)

The Committee's major objectives were to advise and aid in the Project's planning, provide continuous input, and serve as an important communications link between the Project and the groups which the members represented. The communications link would be achieved through the dissemination of Project-related information via newsletters and contacts in the field. The Committee met on a quarterly basis, and members, as the need arose, were contacted individually by Project team members.

2.2.4 Literature Review

A reasonably exhaustive review of available literature and studies was undertaken by the Project's research team. The main intent of the review was to determine how previous studies had methodologically tackled objectives similar to ALIP's. The literature consulted was obtained through a number of sources, including:

- the personal literacy collections of individuals involved in the area of literacy provincially;
- materials housed at the Alberta Advanced Education library;
- and documents retrieved through the ERIC (Educational Resources Information Centre).

Of particular value to the Project's final methodology were the suggestions and resources received, via correspondence, from various provincial governments, federal departments and agencies, and recognized literacy experts across Canada.

2.3 Inventory Stage I: Identification of Literacy Programs and Resource Centres

2.3.1 Preamble

How many literacy programs and resource centres are in existence provincially? Where are they located? These may appear to be simple questions, questions the Project was mandated to answer through the development of a comprehensive computer-based inventory of both program providers and literacy resource centres.

Literacy programming in Alberta is far from simple, far from uniform. Literacy upgrading is not only made available by traditional providers in expected settings such as institutions or schools. It is also made available by a variety of providers in settings as diverse as church basements, correctional facilities, and community drop-in centres.

And what of the availability of literacy resources to those adult Albertans who express an interest? As with programming, the efforts being made to address this need, too, are characterized by diversity. In ever-increasing numbers, the province's AVCs, colleges, and public libraries have broadened their collections to include materials geared to the adult literacy learner. That much was known. The extent of these literacy collections, however, remained to be determined.

2.3.2 Working Definitions

Both full and part-time courses, either tutor or institutionally based, were included in the study's inventory, regardless of whether they were offered by long-term or term-certain providers. All, however, had to meet the following criterion (for a complete presentation of the study's working definitions, see Appendix B):

- Each was required to be a course or any series of courses designed to upgrade the reading and writing skills of adult learners functioning between the 0 to 12 grade equivalency levels.[1]

In other words, courses not concentrating upon the development of reading and writing skills per se fell outside the parameters of the literacy inventory, aside, that is, from the following qualified exceptions:

- Life skills programs, if they incorporated a clearly delineated reading and writing component;
- ESL programs intended to assist ESL learners make the transition into regular academic upgrading or ABE classes;
- Preparatory or prerequisite courses, offered by technical institutions and colleges, given they addressed English or communications upgrading needs.

Potential resource centres, also, had to meet certain criteria before they were included in the inventory:

- Each, as part of their main collection, had to possess a "special collection" of available materials or resources geared toward adult literacy. The "special collection" had to consist of at least twenty-five books or resources.[2]

2.3.3 Creation of Preliminary Spreadsheet

Researchers first turned to a number of obvious sources through which potential providers and resource centres could be identified. In terms of potential providers, sources included departmental records and publications, Literacy Coordinators of Alberta (LCA) program listings, and, most notably, Alberta Advanced Education's *1988 Alberta Directory of Adult Basic Education and English as a Second Language Programs*. Potential resource centres were drawn, in large part, from Alberta Culture and Multiculturalism's *1989 Alberta Public Library Directory* and the Alberta Association of College Librarians' "Directory".

Over 500 potential providers and resource centres were eventually identified. The names, addresses and phone numbers of contacts affiliated with each were also noted. All data was entered on an electronic spreadsheet.

2.3.4 Field Contacts: Verification of Program Provision/Resource Collections and Gathering of Preliminary Information

Initial field contacts were then made with potential program providers and resource centres to confirm whether, indeed, they fit the limitations described above. If they did, they were categorized in the Project's database as being either a literacy "Provider" or "Resource Centre". If not, they fell into the database's "Non-Provider" category. The bulk of field contacts and consequent program verification took place over a four month period.

The method by which preliminary provider information was gathered and substantiated essentially hinged upon the extent of programming the provider was offering. If the identified provider offered only one or two programs, the information sought, that is, program title, contact person, mailing address, site, level, and mode of instruction (instructor or tutor-based) was usually captured over the phone. But a number of providers, typically institutions, made available a more complex range of programs. In these cases, course catalogues served as a basis from which a tentative program listing was created.

Forms were either mailed or sent by fax to the institutional contact persons. The forms sought to verify the program information which had been gleaned from the course catalogues. They also sought additional information the catalogues had failed to include. The forms, once the appropriate revisions were made, were then returned to the research team and the information entered in the Project's database.

For those categorized as "Resource Centres", the preliminary information was gathered over the phone. Only the name of the centre, along with its current mailing address, phone number, and designated contact person was asked for. Once again, the captured data was entered into the database.

The initial listing of potential providers and resource centres was simultaneously expanded throughout the field contact phase. Researchers asked those contacted whether they were aware of any additional providers within their area which the Project, at that point, may have overlooked.

All leads were followed up. And, as the Project evolved, ongoing contacts were made whenever researchers were informed of, or came across, other potential providers. In the end, the database listed 318 programs and 53 resource centres.

2.4 Inventory Stage II: Description of Literacy Programs and Resource Centres

2.4.1 Preamble

The extent of literacy programs and resource centres, obviously, could only be arrived at through their identification as completed in the first stage of the inventory. Yet, what are they really like?

The Project's next hurdle was to capture the essence or nature of the programs and resource centres identified. In the second stage of the inventory, a representative "portrait" of Alberta's literacy programs and resource centres was to be created.

2.4.2 Instrument Design

The "portrait" was to be based upon the collection and analysis of program and resource-related data captured through the dissemination of questionnaires to all of the identified literacy programs and resource centres. The challenge researchers were confronted with was determining what data, specifically, would allow for the most meaningful description of the programs and resource centres identified.

During their review of related literature, researchers analyzed the actual questionnaires used in similar studies. What type of program-related data had each viewed as being important? Was it relevant to our Project? If so, it would be considered for inclusion. Previous studies found to be particularly valuable in this regard included:

- Alberta Advanced Education's *1988 Alberta Directory of Adult Basic Education and English as a Second Language Programs;*
- Association of Canadian Community Colleges' *Literacy Survey;*
- Audrey M. Thomas' *Adult Basic Education in Canada 1975-76.*

Both the Project's Advisory Committee and departmental officials provided a significant amount of input regarding to the type of data the inventory's provider questionnaire should seek. After careful deliberation, it was decided that data should be captured on 6 fronts (see Appendix B for actual questionnaire):

- Program Identification
- Program Information
- Enrolment
- Personnel
- Resources
- Funding

Reflected in the design of the provider questionnaire was the decision to demand data specific to the current programming session. The creation of this limitation (i.e. a "snapshot" of literacy providers in the autumn of 1989), it was felt, would not only help to standardize the data collected, but also lessen the burden placed upon those responding.

The development of the final provider questionnaire was approached with great delicacy. Careful attention was paid to the types of questions, their phrasing, and their sequence. During its design, the questionnaire was circulated among the research team and continuously refined.

The literacy resource centre questionnaire found its origin in Alberta Culture and Multiculturalism's "Public Library Survey", the instrument they had intended to distribute in an independent study. The "Survey", forwarded to researchers during the early stages of the Project, was designed to solicit both literacy program and resource data. But, what with program-related information being gathered as part of the Project's provider inventory, the "Survey" was adapted to focus solely upon the capture of data relating to literacy resource collections. Representatives from Alberta Culture and Multiculturalism played an important consultative role at all stages of the instrument's evolution. In the end, information was sought in two areas (for the actual instrument, refer to Appendix B):

- Resources
- Literacy Program Support

Both questionnaires, once the design phase had been completed, were then reviewed and critiqued by consultants from Alberta Bureau of Statistics (ABS). The questionnaires, then, were field tested by representative sample groups. Input from both ABS and the sample groups led to another round of amendments before the final questionnaires were produced using desktop publishing software.

2.4.3 Inventory Data Collection: Establishment of Regional Partner Sites

The inventory's methodology called for the collection and input of provider questionnaire data to be decentralized. The province, accordingly, was to be divided into regions. A Regional Partner site in each region would serve as a hub toward which completed questionnaires, emanating from providers within the region, would be forwarded.

To facilitate the data entry and transfer, each Regional Partner site was provided with a Macintosh SE computer. Along with the computer, each also received a number of software applications, a printer, and a modem. During a two-day training session held in Calgary, representatives from each site were introduced to a number of the system's applications.

Each Regional Partner site, for the intial round of data gathering and future updates, was given the following responsibilities:

- Inputting data from questionnaires into the Project's database;
- Initiating follow-up contacts with non-respondents once the deadline had passed;

- Transferring, via modem, completed database to Project headquarters;
- Assisting in the verification and clarification of the data collected.

Edmonton and Calgary were immediate choices due to the large amount of literacy programming offered in each centre. The choice of the additional Partners, however, proved a more challenging endeavour, complicated by jurisdictional, geographical, and research-related logistical factors.

In designating the remaining Partners, the Project turned to the province's 85 Further Education Councils (FECs), a network of community-based bodies created and funded by Alberta Advanced Education to provide non-credit education opportunities to adult Albertans. In the end, 9 additional Regional Partners were chosen. The final regional division of the province and the sites which would represent each were as follows (see Appendix A, Map A.1):

Region	Partner Site
1. North West	Peace River FEC
2. North East	Fort McMurray FEC
3. North Central	Slave Lake Adult Education Committee
4. West Central	Wetaskiwin City and County FEC
5. East Central	St. Paul FEC
6. Central	Rocky Mountain House & District FEC
7. South West	Drumheller & District FEC
8. South East	Brooks FEC
9. South	Taber & District FEC
10. Edmonton	Edmonton Association of Continuing Education & Recreation [EACER]
11. Calgary	Calgary FEC

2.4.4 Questionnaire Mailout

The initial mailout of questionnaire packages to all literacy programs and resource centres which had been identified took place in mid-October 1989. Once follow-up letters or phone calls were made with program contacts, it became evident that a few of the questionnaire packages had failed to reach their destination. In these cases, program contacts were forwarded duplicate packages. It should be noted, however, that these duplicate questionnaires, once completed, were channeled directly to the Project, instead of the usual routing through the Regional Partners. Completed resource centre questionnaires, too, were mailed directly to the Project.

Though researchers made every effort to identify all potential literacy providers prior to the initial mailout, additional programs or resource centres were inevitably discovered. The original research design called for these additional providers to receive questionnaires during the second update cycle scheduled for March 1990. Unfortunately, however, delays in the data-gathering phase of the Project led to the second update's cancellation. In response, the decision was made to forward questionnaire packages to newly identified providers upon verification that they fit the study's limitations. These providers also mailed completed questionnaires directly to the Project.

2.4.5 Data Input: Regional Partners

The Project's network of 11 Regional Partners obviously played an integral role in the collection, entry, and eventual transmission of provider data. Immediately following the initial mailout, researchers made visitations to the Partner sites to install the database software and familiarize designated data-entry personnel with its operation.

During the visits, Regional Partners were provided with a complete database printout of programs which the Project had identified and categorized as falling within their jurisdictional area. The listing, intended to serve as a checklist by which completed or outstanding questionnaires could be kept track of, included only providers identified up to the initial mailout. And, as the Partners were additionally charged with the responsibility of following-up on programs which failed to respond by the given deadline, the listing also served to furnish the Partners with the names and phone numbers of program contacts.

2.4.6 Data Analysis

Upon receiving regional data by modem in Calgary, researchers reviewed the database records to ensure the contained data was accurate and standardized. Once this process had been completed, all data was exported from the database into a statistical analysis software package.

2.5 Literacy Stakeholder Profiles

2.5.1 Preamble

The study's program inventory component would obviously provide a clearer picture of adult literacy activities in Alberta. In the inventory's first stage, new light would be cast upon the extent of literacy programs province-wide through their identification. New light, too, would be shed upon the nature of existing literacy programs through the analysis of program-related data captured during the inventory's second stage. But, would the provincial literacy "picture" be complete? In reality, it would not.

Literacy programs, in the end, cannot be considered anything other than reflections of the adult learners, volunteer tutors, paid instructors, tutor coordinators, and program administrators involved with them. It follows, then, that no literacy programming effort can be thoroughly studied and understood in isolation from those individuals who hold a stake in it. Because of this simple reality, the study's profile component was to turn its attention away from programs per se and focus, instead, upon the various stakeholder groups mentioned.

What kinds of people make up the groups in question? In what ways are these individuals unique? How are they similar? When presented with a number of support and program-related issues, would their perceptions be the same? These were but a few of the questions the study's profile component set out to answer.

The task would entail the capture and analysis of relevant demographics. In addition, perceptions would need to be collected and compared between the various groups under study. It was an innovative, challenging undertaking, one never before attempted in Alberta on such a comprehensive and systematic scale.

2.5.2 Instrument Design

Survey questionnaires were to serve as the means through which stakeholder data would be collected. Yet how, exactly, should the survey be approached? The question was carefully deliberated. In the end, a three survey model, as employed by Thomas (1976), was designated as being the most appropriate given the study's purpose and limitations.

In the Thomas study, the literacy stakeholders were split into three distinct groups: coordinator, instructor, and learner, in order to, as pointed out, "...get as full a picture of the program as possible."[3]

Getting the "full picture", however, required yet another level of differentiation between the groups. Great interest was expressed in the capture and analysis of distinct data from both those individuals involved in volunteer programming and those in more formal, institutionalized settings.

In essence, then, the study sought data not from the three groups, but actually from six via three questionnaires.[4] The design of the Project's questionnaires reflected the volunteer and institutional "streams". Questions were imbedded in each which would allow for each "stream" to be clearly delineated once the data analysis stage commenced.

The questionnaires' design was further influenced by the manner in which the data was to be collected. For literacy administrators, tutor coordinators, paid instructors, and volunteer tutors, the questionnaire would be self-administered. Yet, for learners a different approach was unavoidable.

Given that the sample would contain representation from all reading levels between 0 to 12, self-administration was not viewed as being appropriate. Consequently, for institutional learners included in the sample, the questionnaire would be administered by the research team during site visitations. In the case of volunteer tutored learners, either program coordinators or the tutors they were matched with would assume the same responsibility.

In terms of the type of data each questionnaire should seek, the Project's Advisory Committee and departmental officials, once again, played an important consultative role. The questionnaires used in the Thomas study, along with those used by Talan (1987) and Sharon Darling et. al. (1983), also proved highly useful in this regard.

In the end, all three questionnaires included a section which sought Background Information, with the Adult Learner questionnaire including a second section dealing with Program Information (for the complete questionnaire, see Appendix D).

In addition, both the Coordinator/Administrator and Instructor/ Volunteer Tutor questionnaires sought data relating to the following (for actual questionnaires see Appendix D):

- Professional Characteristics
- Adult Learner Participation
- Teaching Methods/Resources
- Support Services

For all three questionnaires, closed-ended questions were preferred to allow far more efficient data analysis once it had been captured. In posing the questions, great care was taken to ensure their intent was absolutely clear. And, in terms of the learner questionnaire, researchers were challenged with the task of ensuring simplicity without risking condescension.

As with the inventory questionnaires, those developed for the study's profile component, once completed, were reviewed by ABS and field tested before reaching their finalized state.

2.5.3 Population Limitation/Re-definition

According to the study's working definition of literacy programming, the researchers were confronted with a total provincial stakeholder population in excess of 20,000. Time and budgetary considerations, however, left researchers with no option but to re-define the population in some manner. The limited population had to reflect the province's tutor and institutional program dichotomy without significantly compromising the study's representativeness. After careful consideration, it was decided to limit the stakeholder population to those individuals actively participating in either:

- the 63 volunteer tutor programs offered primarily through the province's FECs and sponsored by Alberta Advanced Education;
- programming made available through the province's AVCs, public colleges, and technical institutions.

School boards, social agencies, and private ventures play an important role in the provision of literacy instruction provincially. The decision to exclude stakeholders involved with these literacy providers was a difficult one, but no other option remained.

2.5.4 Census Versus Representative Sampling

If the size of the stakeholder group made it feasible, a census was attempted. Falling into this category were program administrators and volunteer tutor coordinators, all of whom, consequently, were forwarded questionnaires. For the remaining stakeholder groups, however, representative sampling was viewed as being the only viable alternative.

2.5.5 Determining Census Population

Arriving at the census populations of both tutor coordinators and program administrators was completed with relative ease. The number of coordinators was based upon readily available Literacy Coodinators of Alberta (LCA) data. The administrator population, in turn, was determined through statistics furnished by institutionally designated contacts.

2.5.6 Determining and Stratifying Survey Population

Rosters, provided by tutor coordinators and institutional contacts, were the basis upon which the composite survey population of the remaining stakeholder groups was established.

As the rosters arrived, they were stratified on the basis of whether the listed individuals were affiliated with a volunteer or institutional literacy program. As a result, four distinct sampling frames were created on electronic spreadsheets: institutional instructors, institutional learners, volunteer tutors, and tutored learners.

2.5.7 Sample Methodology

Sample size was based upon a 95% confidence level with a precision of ±5%. The elements or individuals listed on each spreadsheet were electronically randomized, and those included in the samples were then chosen systematically. Because of the discrepancy in size of the frames, the four samples were drawn disproportionately to create samples of comparable size.

2.5.8 Data Collection: Coordinator/Program Administrator Census

Profile questionnaires were mailed to the 64 volunteer tutor coordinators identified in the census.[5] The enclosed cover letter, which provided an overview of the study and encouraged participation, was co-signed by the LCA President and the Project Coordinator. In respect to the program administrators, questionnaires were disseminated, via the institutional contacts, to the 76 individuals the census had enumerated. Completed questionnaires were forwarded directly to the Project.

2.5.9 Data Collection: Instructor/Volunteer Tutor Sample

The distribution of questionnaires to the sample of 283 volunteer tutors was a responsibility assumed by tutor coordinators. Institutional contacts, in turn, were once again called upon to carry out the same task in terms of 230 instructors drawn in the sample. The questionnaires, once completed, were returned to the Project in Calgary by mail.

2.5.10 Data Collection: Tutored Learner Sample

In the case of the 307 tutored learners included in the sample, questionnaires were routed through tutor coordinators who either administered them to the identified learner or circulated them to the tutors with whom the learners were matched. Attached to each questionnaire was an instruction sheet which outlined the approach to be taken in its administration and a return envelope which channeled the questionnaire back to Calgary.

2.5.11 Data Collection: Institutional Learner Sample

Conducting in-person interviews with 373 learners in one institution is a rather daunting prospect in and of itself. Yet, in the case of this study, not only was the sample of 373 learners scattered because of the locations of the sixteen institutions from which it was drawn, but it was dispersed even further by the various off-site programs most made available.

It would have been ideal for the research team to conduct in-person interviews with each and every institutional learner included in the sample. However, once the sample was drawn, it became apparent that the task would overwhelm the Project's capabilities. Therefore, sites from which only one or two learners were chosen were not visited. The same held true for correctional centres, because of difficulties associated with accessibility. In both cases, questionnaires were mailed and administered by designated program staff members.

In earlier correspondence, contacts had been apprised of the fact that on-site interviews were planned for the learners selected from their institution. Once the sample was drawn, the individuals included were sorted by institution. The resulting lists were then forwarded to the appropriate contacts who were asked to ascertain enrolment status of the learners listed. Contacts were also asked to suggest the most suitable time for site visitation and the most expedient and least obtrusive manner in which the interviews could be completed.

Site visitations were planned strategically to minimize travel costs and ensure the task could be completed as quickly as possible. Researchers were especially concerned that if the process were to be drawn out, learner attrition would negatively impact the response rate. As a result, a concerted effort was made by the entire Project team, including the Coordinator and Report Writer, to complete site visitations within a two month period. Interview procedures were standardized, as in the case of tutored learners. Before the actual interview began, the intent of the study was outlined to the learner. Learners were also assured that the data gathered would be held in the strictest confidence. All were given the option to refuse to participate outright or to refuse to respond to any of the questions put forward. Each interview, on average, lasted approximately fifteen minutes. Every effort was made to make the learner feel at ease throughout.

When all was said and done, data was collected from a total of 62 program sites located in 42 communities throughout the province (see Appendix A, Map A.2).

2.5.12 Data Analysis

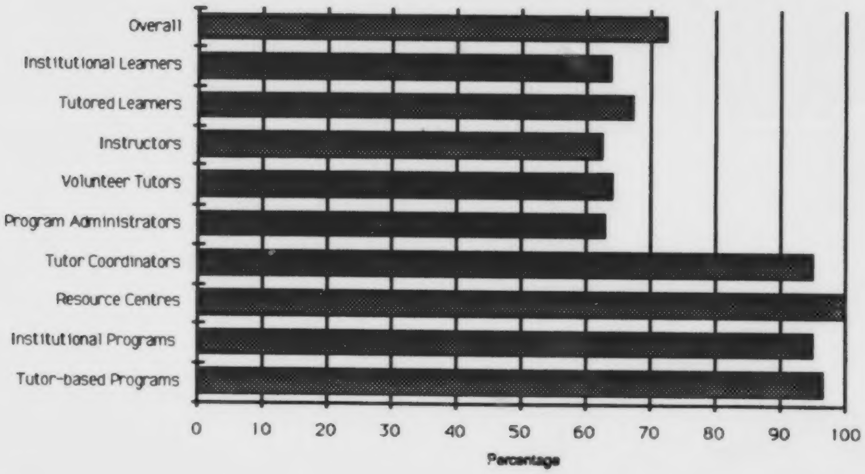
During data entry, researchers cleaned and standardized the data contained in the collected questionnaires. All captured data was inputted into a database and, then, exported into specialized software for statistical analysis.

2.6 Response Rates

As Figure 1 reveals, of the 318 program providers identified and mailed questionnaires, 304 responded, resulting in a composite response rate of 96%. In respect to the 53 identified literacy resource centres, all (100%) returned the questionnaires forwarded to them. **Both program and resource centre statistics are current to the autumn of 1989.**

The response rates for the stakeholder groups varied (see Figure 1), though it should be mentioned that virtual census of tutor coordinators was achieved (for a detailed breakdown of the response rate for all instruments, refer to Appendix-F, Table F.1). **All profile data, also, is current to the autumn of 1989.**

Figure 1
Response Rates for all ALIP Questionnaires



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[1] Obviously, this contradicts the traditional view that "literacy" falls into the generic domain of ABE which typically terminates at the grade 9 equivalency level. It was felt, however, that the exclusion of literacy upgrading programs at the 10 to 12 grade equivalency level from the inventory would result in only a partial understanding of the overall efforts being directed toward upgrading the literacy skills of adult Albertans.

[2] Excluded from the resource centre inventory were the collections of volunteer tutor-based literacy programs.

[3] Audrey M. Thomas, *Adult Basic Education and Literacy in Canada 1975-76* (Toronto: World Literacy of Canada, 1976), p.47.

[4] The six groups: Tutor-based program coordinators, institutional program administrators, volunteer tutors, paid instructors, tutored learners, and institutional learners. The three questionnaires: Coordinator/Administrator Survey, the Instructor/Volunteer Tutor Survey, and the Adult Learner Survey.

[5] The discrepancy between the number of coordinators (64) and the number of tutor projects (63) arose because of the fact that, in the case of one project, the coordinating responsibilities were job-shared.

3. INVENTORY: TUTOR-BASED LITERACY PROGRAMS

The following data is a composite representation of the data received from the tutor-based literacy program providers across Alberta. As 63 of the 65 identified providers completed and returned questionnaires forwarded to them as part of the study (a response rate of 97%), a virtual census was achieved.

3.1 Program Information

Turning its attention first to the collection of program-related information, the study sought data from tutor program providers relating to such areas as the reading levels their programs are willing to serve, the types of facilities in which their tutorial sessions take place, and the average length of time their tutors and learners are matched together.

Responding to a question designed to ascertain the reading levels tutor programs are willing to serve, the clear majority (70%) report they are willing to serve adults who have literacy skills at or below the grade 9 equivalency level (see Table 3.1). Virtually one-quarter of the respondents (24%), however, indicate a willingness to meet the literacy needs of adults at all grade equivalency levels (0 to 12).

TABLE 3.1

Reading Levels Tutor Programs Willing to Serve

GRADE EQUIVALENCIES	PERCENTAGE[1]
Grades 0 to 4	4%
Grades 0 to 6	5%
Grades 0 to 8	16%
Grades 0 to 9	45%
Grades 0 to 10	4%
Grades 0 to 11	2%
Grades 0 to 12	24%

As revealed by Table 3.2, when asked which client group(s) their programs serve, nearly all of the respondents (90%) indicate their programs address the literacy needs of the general public. The vast majority of respondents (79%), in addition, report providing literacy instruction to individuals to whom English/French is a second language, and the same number (79%) indicate immigrants as a client group.

Over two-thirds of the respondents (68%) cite the learning disabled as a client group their programs serve, while 65% report the provision of tutorial sessions to aboriginal people. Also of note is the finding that virtually one-half (48%) indicate serving adults who are homebound. Two providers, in additional comments, cite the provision of literacy instruction to "brain injured" adults, while another provider indicates serving the literacy needs of "ex-offenders and their families".

TABLE 3.2

Client Groups Served (Tutor Programs)

CLIENT GROUP	PERCENTAGE
General public	90%
Unemployed	87%
Single parents	84%
Welfare recipients	83%
First language not English/French	79%
Immigrants	79%
Learning disabled	68%
Aboriginal people	65%
Physically disabled	60%
Workplace employees	52%
Homebound	48%
Mentally handicapped	38%
Foreign students	25%
Inmates	11%

As Table 3.3 reveals, tutorial sessions, according to the respondents, are held in settings ranging from private homes (76%) to correctional institutions (6%).[2] The data, in addition, indicates that tutor providers take advantage of public facilities such as libraries, community centres, and churches, made available to them by their communities. It is also noteworthy that over one-fifth of the respondents (21%) report tutorial sessions are held in the workplace.

TABLE 3.3

Sites for Tutorial Sessions

INSTRUCTIONAL SITE	PERCENTAGE
Home	76%
Library	57%
Public school	37%
Post-secondary institution	29%
Community centre	24%
Church	22%
Workplace	21%
Program office[3]	21%
Community school	14%
Correctional institution	6%

As shown by Table 3.4, when asked to provide the average hours their tutors and learners meet on a weekly basis, the vast majority (79%) report weekly sessions of between 1 and 3 hours. Of interest, however, is the finding that 5% of the respondents cite the provision of 10 or more hours of tutorial instruction on a weekly basis.

TABLE 3.4

Average Length of Time Tutors Work with Learners (Per Week)

HOURS OF INSTRUCTION	PERCENTAGE
Less than 1 hr/week	0%
Between 1-3 hrs/week	79%
Between 4-6 hrs/week	16%
Between 7-10 hrs/week	0%
More than 10 hrs/week	5%

Responding to a question intended to determine the average time span their tutors and learners are paired together, over one-half of the respondents (54%) indicate time spans of one year or more (see Table 3.5). Only 24% report average tutor/learner match lengths of 6 months or less. The lowest average length of time tutors are matched with learners is three months, while the highest is 36 months.

TABLE 3.5

Average Length of Tutor/Learner Pairing

AVERAGE LENGTH	PERCENTAGE
6 months or less	24%
Between 7-11 months	22%
Between 12-23 months	44%
Between 24-35 months	6%
36 months or more	4%

Of the tutor program providers who responded, 60% report their program offices are only open in the daytime. However, 38% state their offices are open both in the daytime and evening. The remaining 2% indicate their offices are exclusively open in the evening hours.

When asked whether they provide continuous learner entry and exit in their programs, the clear majority of the respondents (70%) indicate they do.[4]

As Table 3.6 shows, little uniformity exists in respect to the length of time tutor projects have been in operation. Nevertheless, almost one-half (46%) are relatively new (i.e. in operation for two years or less), while 14% report being in operation for 8 years or more.

TABLE 3.6

Length of Time Tutor Programs Have Been in Operation

YEARS OF OPERATION	PERCENTAGE
New (less than 12 months)	19%
Between 1-2 years	27%
Between 3-4 years	19%
Between 5-7 years	21%
Between 8 to 10 years	11%
More than 10 years	3%

3.2 Enrolment

Tutor-based providers were also asked for data relating to, among other things, the number of learners currently matched with tutors, the methods of initial learner assessment they implement, and the factors they perceive as impeding adult learner participation.

As Table 3.7 shows, the majority of tutor programs (63%), in response to a question which sought to determine how many learners are currently matched with tutors in their program, report fewer than 20 active matches. Eight percent, however, indicate 60 or more active matches. According to the respondents, the range of active matches runs from a low of 1 to a high of 100. Based upon the figures provided by the respondents, there are presently a total of 1,205 learners matched with tutors province-wide.

TABLE 3.7

Number of Active Tutor/Learner Matches

NUMBER OF LEARNERS	PERCENTAGE
Fewer than 10 learners	40%
Between 10-19 learners	23%
Between 20-29 learners	17%
Between 30-39 learners	12%
Between 40-49 learners	0%
Between 50-59 learners	0%
60 or more learners	8%

Responding to a question which asked tutor-based program providers whether they implement any form of initial learner assessment, all respondents (100%) indicate they do. In terms of assessment techniques the providers implement, virtually all (95%) report the use of interviews as a manner in which learners are initially assessed (see Table 3.8). Eighty-five percent utilize informal reading inventories such as Bader or Silvaroli, while 70% assess learners via writing samples. Just over one-quarter (26%) report the use of standardized assessment tools such as TABE or CAAT. Sixteen percent indicate they use "other" assessment techniques such as, to name a few, "ESL assessment", "locally developed math exams", and the "Laubach Diagnostic Inventory." One provider reports the initial assessment of learners through the use of a photographic compilation of environmental print.

TABLE 3.8

Initial Learner Assessment Methods (Tutor-Based Programs)

METHOD	PERCENTAGE
Interview	95%
Informal reading inventory *(e.g. Bader, Silvaroli)*	85%
Writing sample	70%
Standardized test *(e.g. TABE)*	26%
Other	16%

When asked whether they maintain a list of potential learners waiting for tutors, only 35% of the tutor providers that responded indicate they do not. Of those who do have adult learners presently waiting to be matched, the vast majority (80%) report their listing contains the names of fewer than 10 potential learners, as shown by Table 3.9. Twelve percent, however, report having 20 or more potential learners waiting to be matched. The number of potential learners awaiting a match with a tutor ranges from a low of 1 to a high of 70. In total, according to the figures provided by the respondents, there are 355 adult Albertans currently waiting to begin work with a tutor.

TABLE 3.9

Number of Learners Awaiting Match with Tutor

NUMBER OF LEARNERS	PERCENTAGE
Fewer than 10 learners	80%
Between 10-19 learners	7%
Between 20-29 learners	5%
Between 30-39 learners	5%
40 or more learners	2%

Regardless of whether they maintain a waiting list or not, tutor program providers were asked to cite the average length of time potential learners have to wait before being matched with a tutor. As Table 3.10 reveals, almost two-thirds (65%) report wait periods of four weeks or less. Ten percent, however, indicate potential learners must wait for periods of between 25 and 52 weeks before they commence work with a tutor. In terms of the range of responses, the shortest wait period is 1 week, and the longest is 52 weeks.

TABLE 3.10

Average Learner Wait Before Match with Tutor

NUMBER OF WEEKS	PERCENTAGE
4 weeks or less	65%
Between 5-12 weeks	23%
Between 13-24 weeks	2%
Between 25-36 weeks	4%
Between 37-52 weeks	6%
53 weeks or more	0%

Table 3.11 outlines the factors respondents perceive as impeding the participation of adult learners in their programs.[5] The three most frequently cited factors which create difficulties for adult learners, according to tutor program providers, are personal and psychological in nature. A lack of program awareness (45%) and the wait period potential learners must overcome before they commence program participation (24%) are the most commonly selected program-related factors (see Appendix C, Table C.13 for a complete presentation of the findings). In additional comments, one tutor program provider is of the opinion that learners "expect to progress too quickly", while another considers "[a] lack of specialized tutors" as an impediment to adult learner participation. Still another provider believes learner involvement is made difficult because of "coordinator time restraints".

TABLE 3.11

Perceived Impediments to Adult Learner Participation (Tutor Programs)

FACTOR	PERCENTAGE
Fear of failure	69%
Personal unreadiness	66%
Stigma of illiteracy	60%
Lack of awareness	45%
Job responsibilities	42%
Home responsibilities	40%
Not enough time	29%
No child care	27%
Having to wait to begin prgm.	24%
Insufficient funding	19%
Lack of tutors	18%
Inadequate transportation	18%
No funding for part-time prgm.	11%
Inability to get funding	10%

3.3 Tutorial Staff

The study also sought data from tutor-based program providers relating directly to their tutorial staff. Under examination were such areas as the number of tutors currently matched with adult learners, the length and nature of the initial training their tutors receive, and the average period of time tutors stay with programs.

When questioned in respect to the number of volunteer tutors currently matched with learners, over two-thirds of tutor programs which responded (69%) report having fewer than 20 tutors presently working with adult learners (see Table 3.12). Seven percent, however, indicate an active tutor complement in excess of 60. The responses range from a low of 1 tutor to a high of 100 tutors. Based upon the figures provided, the total number of tutors currently matched with adult learners in Alberta is 1,022.

TABLE 3.12

Number of Tutors Currently Matched with Learners

NUMBER OF TUTORS	PERCENTAGE
Between 1 and 19	69%
Between 20 and 39	24%
Between 40 and 59	0%
Between 60 and 79	5%
80 or more	2%

Tutor program providers were asked to state the number of hours of training their tutors receive when they initially volunteer their services. Over one-half (55%) report their tutors are provided with 10 or more hours of initial training (see Table 3.13). Only 5% indicate their tutors receive 3 hours or less of initial training. The length of initial training tutors receive ranges from a low of 1 hour to a high of 60 hours.

TABLE 3.13

Length of Initial Tutor Training

LENGTH OF INITIAL TRNG.	PERCENTAGE
3 hours or less	5%
Between 4-9 hours	40%
Between 10-15 hours	46%
16 hours or more	9%

When asked to provide a phrase(s) which best describes the initial tutor training their programs provide, the vast majority of the respondents (81%), specifically cite the use of *Journeyworkers*, a series of videotapes and resources developed by ACCESS and Manitoba Education to facilitate the training of volunteer tutors (see Table 3.14). Over three-quarters (77%) orient their tutors on a one-to-one basis. Three percent of the respondents indicate their tutors receive no initial training whatsoever. One provider, in an additional comment, cites "informal sharing with tutors" as a manner in which tutors receive initial training, and another reports their program utilizes "case studies to learn lesson preparation skills".

TABLE 3.14

Approaches Utilized in Initial Tutor Training

APPROACH	PERCENTAGE
Journeyworkers	81%
One-to-one orientation	77%
Lecture or seminar	55%
Other video presentation	40%
Informal instruction	34%
Formal course/tutorial	21%
Observe experienced tutor	16%
No training	3%

As Table 3.15 shows, just over one-half of tutor programs (52%) provide 10 or more hours of ongoing tutor training on an annual basis. Of interest, however, is the finding that nearly one-fifth of the respondents (17%) do not provide any ongoing training whatsoever. The range of responses runs from a low of 0 hours annual ongoing training to a high of 60 hours per annum.

TABLE 3.15

Annual Ongoing Tutor Training

AMOUNT OF ONGOING TRNG.	PERCENTAGE
None	17%
3 hours or less	6%
Between 4-9 hours	26%
Between 10-15	28%
16 hours or more	24%

When asked how long, on average, tutors remain with programs and provide tutorial instruction, 55% of the respondents indicate an average tutor tenure of between 1 and 3 years (see Table 3.16). Less than one-quarter (24%) report average tutor tenures of less than 1 year. It is also noteworthy that 16% of the respondents do not know the average length of time their tutors stay with their programs.

TABLE 3.16

Average Period of Time Tutors Stay with Programs

AVERAGE TENURE	PERCENTAGE
Less than 4 months	0%
Between 4-6 months	3%
Between 7-12 months	21%
Between 1-3 years	55%
Between 4-6 years	5%
Between 7-9 years	0%
10 years or more	0%
Don't know	16%

In response to a question which asked tutor programs whether they have clerical support, 60% of the respondents indicate they do. Those who cited the availability of clerical support were then asked to specify the type(s). The majority (61%) indicate they rely upon paid part-time clerical support. Just over one-fifth of the respondents (21%) report their clerical support is provided on a volunteer basis. Thirteen percent indicate the availability of paid full-time clerical support in their programs. In additional comments, 18% cite other types of clerical support provided either through staff from affiliated institutional programs/public schools or PEP students.

3.4 Instructional Resources

As Table 3.17 reveals, it is clear that tutor-based providers make use of a variety of materials. The most prevalent are basic resources such as books (97%), newspapers (92%), and workbooks (90%). Of additional interest is the finding that one-third (33%) utilize student-created materials in their programs. One program, in an additional comment, reports the availability of "forms and pamphlets from various businesses".

TABLE 3.17

Available Instructional Resources (Tutor Programs)

INSTRUCTIONAL RESOURCE	PERCENTAGE
Books	97%
Newspapers	92%
Workbooks	90%
Test materials	70%
Instructor created material	62%
Videotapes	59%
Audio cassettes	51%
Read-along books	41%
Student created materials	33%
Programmed learning pkgs.	33%
Guest speakers	28%
Computer programs	20%

In response to a question designed to ascertain what proportion of their total literacy resource materials they estimate are geared to adults, most tutor programs (87%) indicate that more than three-quarters of their materials are specifically designed with the adult learner in mind (see Table 3.18). Nevertheless, 9% of the respondents report that one-half or less of their materials are geared to an adult audience. According to the figures provided by the respondents, the proportion of total literacy resource materials which are geared to adult learners runs from a low of 5% to a high of 100%.

TABLE 3.18

Proportion of Total Literacy Resource Materials Geared to Adult Learners

(Tutor Programs)

PROPORTION	PERCENTAGE
25% or less	5%
Between 26-50%	4%
Between 51-75%	4%
Between 76-100	87%

When asked whether their learners have access to a resource library, the vast majority of the respondents (85%) indicate an in-house resource library is available to their learners. Virtually two-thirds (65%) report learners have access to a public library, while 13% cite accessibility to some other resource centre. Only 2% report their learners have no access to any resource library whatsoever.

3.5 Funding Information

The study also examined the area of funding for tutor programs, asking them to cite the sources from which they draw their operational funding. As shown by Table 3.19, the vast majority of the respondents (86%) indicate they receive their operational funding from Alberta Advanced Education. Of interest is the finding that virtually one-fifth (19%) report they draw financial support for program operation from service clubs. Only 11% rely upon student tuition fees as a source for operational funding. In additional comments, two providers report receiving "in-kind" contributions from either school boards or social agencies. One program provider reports receiving funds from the United Way while another cites the Wild Rose Foundation as a source of funds.

TABLE 3.19

Sources of Operational Funding (Tutor Programs)

FUNDING SOURCES	PERCENTAGE
Alberta Advanced Education	86%
Service clubs	19%
Student tuition fees	11%
Municipal government	10%
Private individuals	8%
Charity fund-raising	6%
Northern Dev. Agreement	6%
Alberta C D and E	3%
Other provincial gov. depts.	3%
CEIC	3%
Corporate funding	3%
Secretary of State	2%
Indian Affairs and N. Dev.	2%
Alberta Education	0%

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[1] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, the percentage totals, in some cases, will not equal 100%.

[2] The finding that tutorial sessions take place in a variety of settings was anticipated, as tutors and learners, in general, mutually determine the most convenient setting for their sessions.

[3] Not a response category in the questionnaire; percentage derived from handwritten responses to an open-ended "other" response category.

[4] Continuous entry/exit refers to an intake policy which allows learners to enrol or leave a program at their own discretion. In other words, learner intake is not limited to a given month(s) but can occur on a continual basis throughout the program year.

[5] From a list of 29 possible factors, respondents were directed to select no more than 5.

4. INVENTORY: INSTITUTIONAL LITERACY PROGRAMS

Of the 253 institutionally based literacy program providers identified throughout Alberta as part of ALIP, 241 returned the questionnaires forwarded to them (a response rate of 95%), providing the data upon which the following composite portrait of programs is based.[1]

4.1 Program Information

The study initially focused its attention on the capture and analysis of data relating directly to the area of institutional literacy program provision. Under investigation were such areas as the types of client groups being served, the number of contact hours provided per week, and the time of day programs are offered.

When asked to cite the reading levels their programs serve, 40% of the respondents report they serve the literacy needs of adults exclusively at the 0 to 9 grade equivalency level, as Table 4.1 reveals.[2] Thirteen percent, however, indicate they serve only those adults functioning at a high school equivalency level (10 to 12).

TABLE 4.1

Reading Levels Institutional Programs Serve

GRADE EQUIVALENCIES	PERCENTAGE[3]
Grades 0 to 9	40%
Grades 10 to 12	13%
Grades 0 to 12	46%

In response to a question designed to ascertain the types of client groups institutional programs serve, three-quarters of the respondents (75%) report they serve the literacy needs of unemployed individuals and single parents (see Table 10.2). Virtually the same number (74%) provide literacy upgrading opportunities to aboriginal people, while 71% cite welfare recipients as one of the client groups they serve.

Over one-half of the respondents (52%) indicate the provision of literacy instruction to individuals to whom English or French is a second language, and almost as many (47%) cite immigrants as a client group. Thirty-seven percent address the literacy needs of the learning disabled. In additional comments, one provider reports serving "residents in an After-Alcohol treatment facility", while another indicates meeting the literacy needs of "ex-cons and streetpeople". Still another provider reports their program serves "drop-outs".

TABLE 4.2

Client Groups Served (Institutional Programs)

CLIENT GROUP	PERCENTAGE
Unemployed	75%
Single parents	75%
Aboriginal people	74%
Welfare recipients	71%
General public	68%
First language not English/French	52%
Immigrants	47%
Learning disabled	37%
Physically disabled	35%
Workplace employees	20%
Foreign students	17%
Inmates	14%
Mentally handicapped	8%
Homebound	7%

As shown by Table 4.3, the majority of the institutional providers (59%), when asked to indicate the site(s) where classes are held for their program, report holding classes in a post-secondary institution, as would be expected. Public or community schools, in turn, are cited by virtually one-quarter of the respondents (24%). Of additional interest is the finding that 13% make programs available in more decentralized, community-based venues such as community centres, homes, workplaces, libraries, and churches. Further decentralization is evident in additional comments. One provider reports a "curling rink" as an instructional site, while another holds classes in "any space allotted by [the] community".

TABLE 4.3

Sites for Literacy Classes

INSTRUCTIONAL SITE	PERCENTAGE
Post-secondary institution	59%
Public school	15%
Community school	9%
Correctional institution	7%
Community centre	4%
Home	4%
Workplace	2%
Library	2%
Church	1%

Responding to a question designed to determine the weekly contact hours of instruction their programs provide, just over one-half of the respondents (51%) report offering full-time programs with weekly contact hours in excess of 24 hours, as shown by Table 4.4.4 Twenty-eight percent are clearly part-time offerings, classifying themselves as falling within the 1 to 10 hour category. The "other" category includes those providers who report their weekly contact hours vary.

TABLE 4.4

Weekly Instructional Contact Hours

CONTACT HOURS	PERCENTAGE
Less than 1 hr/week	0%
Between 1-10 hrs/week	28%
11-24 hrs/week	20%
More than 24 hrs/week	51%
Other	1%

As Table 4.5 reveals, almost two-thirds of the providers (62%), when asked how long their programs run, indicate program durations of 25 weeks or more. Only 12% report their programs run for 12 weeks or less.

TABLE 4.5

Number of Weeks Institutional Programs Run

LENGTH OF PROGRAM	PERCENTAGE
Between 1-4 weeks	0%
Between 5-12 weeks	12%
Between 13-24 weeks	26%
Between 25-36 weeks	25%
Between 37-52 weeks	37%

The clear majority of the respondents (67%), responding to a question which sought to determine the time of day their programs are offered, indicate their programs run solely in the daytime. Sixteen percent offer programs exclusively in the evening, though 17% report offering programs both during daytime and evening hours.

In response to a question which asked institutional program providers whether their programs allow for continuous learner entry and exit, virtually one-third of the respondents (32%) indicate their programs do.[5]

When questioned in respect to the number of years their programs have been in operation, nearly one-half of the institutional providers (45%) report being in existence for 8 years or more (see Table 4.6). Just over one-fifth (21%), however, classify themselves as being relatively new (i.e. in operation for 2 years or less).

TABLE 4.6

Length of Time Institutional Programs Have Been in Operation

YEARS OF OPERATION	PERCENTAGE
New (less than 12 months)	9%
Between 1-2 years	12%
Between 3-4 years	17%
Between 5-7 years	17%
Between 8-10 years	14%
More than 10 years	31%

4.2 Enrolment

The study's next order of attention was the area of enrolment. Institutional providers were asked to supply data in respect to, among other things, the number of learners currently registered, their average class size, and what factors they perceive negatively impact adult learner participation in available institutional literacy programs.

The responses to a question which sought to determine the number of learners institutional providers currently have registered in their programs indicate that program enrolment levels vary significantly among the respondents (see Table 4.7). Nearly one-half of the respondents (47%), however, report current enrolments of fewer than 20 learners, while 26% cite current enrolment levels of 40 learners or more. The lowest reported enrolment is 2 learners; the highest is 600 learners. The total number of learners enroled in institutional programs province-wide, based upon the figures provided by the respondents, is 11,702.

TABLE 4.7

Current Enrolment Levels of Institutional Programs

PROGRAM ENROLMENT	PERCENTAGE
Fewer than 10 learners	16%
Between 10-19 learners	31%
Between 20-29 learners	16%
Between 30-39 learners	11%
Between 40-49 learners	7%
Between 50-59 learners	3%
60 or more learners	16%

Institutionally based literacy providers were also asked to indicate their average class size. As Table 4.8 shows, three-quarters of the respondents (75%) cite average class sizes of fewer than 20 learners. Of particular interest is the finding that 23% of the providers responding report their classes are, on average, comprised of fewer than 10 learners. The average class sizes, according to the respondents, range from a low of 1 learner to a high of 50 learners.

TABLE 4.8

Average Class Size of Institutional Programs

NUMBER OF LEARNERS	PERCENTAGE
Fewer than 10 learners	23%
Between 10-19 learners	52%
Between 20-29 learners	20%
Between 30-39 learners	3%
40 learners or more	1%

The area of learner assessment was examined in a question which asked institutional providers to cite the method(s) they use to establish learner ability upon initial entry in their programs. Nearly all (93%) report the utilization of one or more assessment methods. As Table 4.9 reveals, nearly three-quarters of the respondents (74%) implement standardized tests, such as the TABE, CAAT, and CTBS, to initially assess their learners' abilities, while only 13% rely upon informal reading inventories such as Bader or Silvaroli. Twenty-four percent report the use of "other" assessment methods, including "locally prepared tests" and "learner goals and transcript".

TABLE 4.9

Initial Learner Assessment Methods (Institutional Programs)

METHOD	PERCENTAGE
Standardized test *(e.g. TABE, CAAT)*	74%
Interview	69%
Writing sample	61%
Other	24%
Informal reading inventory *(e.g. Bader, Silvaroli)*	13%

Responding to a question which sought to determine whether institutional providers maintain learner waiting lists, the majority of the respondents (53%) indicate they do.[6] Of those providers who keep a waiting list, over two-thirds (69%) report they have fewer than 20 potential learners currently waiting to begin studies (see Table 4.10). Nonetheless, nearly one-fifth of the respondents (17%) indicate their waiting list includes the names of 40 or more potential learners. The number of potential learners presently awaiting enrolment, according to the respondents, ranges from a low of 1 learner to a high of 2,000 learners. Based upon the figures provided by the respondents, a total of 8,225 potential learners are currently waiting to commence studies in institutional literacy programs across the province.

TABLE 4.10

Number of Learners Awaiting Enrolment

NUMBER OF LEARNERS	PERCENTAGE
Fewer than 10 learners	43%
Between 10-19 learners	26%
Between 20-29 learners	10%
Between 30-39 learners	5%
40 or more learners	17%

Although, as mentioned above, not all programs report maintaining waiting lists, all providers were asked to indicate the average number of weeks potential learners have to wait before gaining entry into their programs. As Table 4.11 shows, over one-half of the providers who responded (54%) report average wait periods of 12 weeks or less. However, 20% of the providers indicate potential learners are confronted with a wait period of 25 weeks or more before commencing their studies. The average length of time potential learners must wait before getting into programs, based upon figures provided by the respondents, ranges from 2 weeks to 150 weeks.

TABLE 4.11

Average Learner Wait Before Enrolment

NUMBER OF WEEKS	PERCENTAGE
4 weeks or less	24%
Between 5-12 weeks	30%
Between 13-24 weeks	26%
Between 25-36 weeks	3%
Between 37-52 weeks	13%
53 weeks or more	4%

When asked what factors they believe negatively influence adult learner participation in programs, institutional providers most frequently cite factors which are personal or psychological in nature (see Table 4.12).[7] The most commonly selected program-related impediments to adult learner participation are a lack of awareness of programs (31%) and the regulations of other government agencies (19%), according to institutional providers (for a complete presentation of the findings, see Appendix C, Table C.38). In additional comments, one institutional provider is of the opinion that "cultural issues" impact adult learner involvement while another points to "the expense of babysitting [which is] available next door".

TABLE 4.12

Perceived Impediments to Adult Learner Participation
(Institutional Programs)

FACTOR	PERCENTAGE
Personal unreadiness	62%
Home responsibilities	58%
Fear of failure	48%
Insufficient funding	44%
No child care	43%
Job responsibilities	33%
Inability to get funding	31%
Lack of awareness about prgms.	31%
Inadequate transportation	28%
Perceived stigma of illiteracy	24%
Not enough time	21%
No funding for part-time prgm.	19%
Regs. of other gov. agencies	19%
Having to wait to begin prgm.	18%
Eligibility requirements	14%

4.3 Personnel

The area of program personnel was examined by a question which asked institutional providers to cite the number of paid instructors their programs employ during the current session. In total, according to the figures provided by the respondents, there are currently 848 paid instructors employed in literacy programs across the province. Program staff sizes range from a low of 1 instructor to a high of 32 instructors.

Aside from total numbers, respondents were also asked to provide a breakdown of the type(s) of instructors their programs employ. Of the 848, over one-third (38%) are classified as being in permanent full-time instructional positions, while 37% are in part-time paid positions. Twenty-five percent are full-time contractual instructors.

Over one-quarter of the respondents (28%) indicate they exclusively employ part-time instructors, though 22% report all of their instructors are in permanent full-time positions. Seventeen percent report their programs are solely staffed by contractual full-time instructors. One-third (33%) rely upon a combination of instructional positions to facilitate literacy instruction in their programs.

4.4 Instructional Resources

The study also examined the area of resources, questioning institutional providers in respect to the types of resources they have available in their programs, the proportion of their resource materials which are expressly aimed at adult learners, and whether or not their learners have access to a resource library.

It is obvious, based upon the findings outlined in Table 4.13, that institutional providers have a myriad of instructional resources available to them. Expected resources such as books (97%) and workbooks (89%) and instructor created material (88%) are available on an almost universal basis. Of additional interest is the finding that the majority of respondents (60%) indicate the availability of computer programs. One provider, in an additional comment, cites "peer teaching" as an available instructional resource, while another reports the availability of "career exploration materials". Still another reports a "teleconference instructor and materials" are available to learners. A number of providers, as well, indicate they have computer managed learning resources available in their literacy programs.

TABLE 4.13

Available Instructional Resources (Institutional Programs)

RESOURCES	PERCENTAGE
Books	97%
Workbooks	89%
Instructor created material	88%
Testing materials	81%
Newspapers	71%
Videotapes	69%
Computer programs	60%
Audio cassettes	57%
Guest speakers	54%
Programmed learning pkgs.	50%
Read-along books	34%
Student created materials	32%

When asked what percentage of their total literacy resource materials are geared specifically to the adult learner, 75% of the providers report that three-quarters or more of their total literacy resource collections are comprised of materials designed with adult learners in mind (see Table 4.14). Nevertheless, 3% indicate that one-quarter or less of their total resource collection is geared to adults. The proportion of adult materials within existing collections, based upon the figures provided by the respondents, ranges from a low of 10% to a high of 100%.

TABLE 4.14

Proportion of Total Literacy Resource Materials Geared to Adult Learners (Institutional Programs)

PROPORTION	PERCENTAGE
25% or less	3%
Between 26-50%	7%
Between 51-75%	15%
Between 76-100%	75%

Responding to a question which sought to determine whether their learners have access to a resource library, over three-quarters of the respondents (76%) indicate an in-house resource library is accessible to their learners. Forty-one percent report their learners have access to a public library, while 27% cite accessibility to some other type of resource centre. Eight percent of the respondents, however, indicate their learners have no access to any resource library whatsoever.

4.5 Funding Information

The study also focused upon the area of funding, asking institutional providers for information relating to such things as the source(s) from which they receive their operational funding, the proportion of program costs they recover through tuition fees, and whether or not learners in their programs can qualify for financial assistance.

As Table 4.15 shows, when asked to cite the sources from which they draw their operational funding, the majority of institutional providers (57%) indicate they receive funds from of Alberta Advanced Education. Of additional interest is the finding that nearly one-third (29%) derive operational funding from student tuition fees. Also of note is that 9% report "other" sources for operational funding, including, to name a few, Correctional Services of Canada, the John Howard Society, YMCA, and United Way.

TABLE 4.15

Sources of Operational Funding (Institutional Programs)

FUNDING SOURCES	PERCENTAGE
Alberta Advanced Education	57%
Alberta C D and E	32%
Student tuition fees	29%
CEIC	22%
Alberta Education	13%
Other	9%
Indian Affairs and N. Dev.	7%
Other provincial gov. depts.	5%
Secretary of State	1%
Northern Dev. Agreement	1%
Municipal government	1%
Corporate funding	0%
Service clubs[a]	0%
Private individuals	0%
Charity fund-raising[a]	0%

In response to a question which sought to ascertain whether learners are charged tuition fees in order to enrol in the program, over one-third of the providers who responded (37%) indicate they charge no tuition fees.

Institutional providers were also asked to cite the proportion of their program costs which is recovered from tuition fees. Over one-half of the respondents (52%) report they recover none of their program costs through tuition fees (see Table 4.16). An additional 45% only recoup one-half or less of their program costs from tuition fees.

TABLE 4.16

Proportion of Institutional Program Costs Recovered from Tuition Fees

COST RECOVERY FROM TUITION FEES	PERCENTAGE
0 percent	52%
1 to 10 percent	33%
11 to 50 percent	12%
51 to 99 percent	2%
100 percent	2%

In response to a question intended to ascertain if their learners qualify for available financial assistance, almost three-quarters of the respondents (74%) indicate their learners do qualify for financial assistance. The remaining 26% report their learners do not qualify for available financial assistance.

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[1] It is important to keep the study's working definition of "program" in mind. For the purposes of this study, program refers to a course or a series of courses intended to improve the reading and writing skills of adult learners. A program may be offered on an ongoing, full-time, or part-time basis or through a term-certain provider. A program, therefore, is not necessarily synonymous with "class".

[2] Falling into the 0 to 9 category are programs which serve more limited grade ranges (i.e. 0-3 and 4-5). The 0 to 12 category includes those programs serving grade ranges which overlap the 0 to 9 and 10 to 12 categories (i.e. programs which serve 0-10, 3-11, and 5-12).

[3] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, the percentage totals, in some cases, will not equal 100%.

[4] In order to qualify for AVT financial support, adult learners must be enroled on a full-time basis (i.e. in excess of 24 contact hours per week).

[5] Continuous entry/exit refers to an intake policy which allows learners to enrol or leave a program at their own discretion. In other words, learner intake is not limited to a given month(s), but can occur on a continual basis throughout the program year.

[6] The fact that almost one-half (47%) report they do not maintain a waiting list does not necessarily suggest that potential learners are not waiting to enrol in these programs. It may very well be that these programs simply turn potential learners away without recording their names.

[7] From a list of 26 possible factors, respondents were directed to select a no more than 5.

[8] One program provider reports deriving some of their operational funding from service clubs, while another cites charity fundraising as a funding source. Rounding, however, makes it appear that none do.

5. INVENTORY: LITERACY RESOURCE CENTRES

According to the study's working definition, 52 libraries housing a total of 53 literacy resource special collections were identified throughout Alberta.[1] A total census was achieved, as all identified resource centres completed and returned the questionnaires forwarded to them.

5.1 Resources

First turning its attention to literacy resources, the study asked respondents to provide data relating to, among other things, the size of their collections, the types of resources available, and whether or not their collections have undergone a reading level assessment.

According to the respondents, the sizes of available special literacy collections vary greatly from a low of 25 items to a high of 10,000 items, though almost one-half (46%) report having collections of less than 100 items (see Table 5.1).

TABLE 5.1

Size of Special Literacy Resource Collection

NUMBERS OF ITEMS	PERCENTAGE[2]
Fewer than 100	46%
Between 100-199	23%
Between 200-500	19%
More than 500	13%

In terms of the types of resources included in their collections, virtually all (96%) report the availability of books (see Table 5.2). The slight majority (51%) also indicate their collections include Alberta Advanced Education's *English Express*, a monthly newspaper designed for the adult literacy learner.

TABLE 5.2

Types of Available Literacy Resources

RESOURCE	PERCENTAGE
Books	96%
English Express	51%
Workbooks	28%
Audio cassettes	28%
Read-along books	26%
Newspapers	15%
Programmed learning pkgs.	11%
Other resources	11%
Videotapes	9%

Less than one-third (32%) of the respondents indicate that the reading levels of the collections have been assessed. Of these, almost three-quarters (71%) assessed their collection through the application of a standardized assessment scale. The standardized scales implemented include the Fry Readability Graph, Modified Fry, U.S. Army Readability Index, and the Gunning Fog Index. The remaining 29% utilized an informal assessment method.

The vast majority of reading level assessments (82%) were conducted by in-house library staff. Almost one-fifth (18%), however, indicate that volunteers from their communities assessed the readability of their literacy collections.

Over one-half (58%) have their literacy resources interspersed throughout their entire collection, rather than in one centralized location. Of those indicating their collections to be interspersed, the majority (53%) report their literacy resources have some form of special identification (e.g. literacy symbol or colored dot).

5.2 Support

The study also sought data from literacy resource centres in respect to the types of support they make available to existing literacy programs within their community.

Nearly three-quarters of libraries which house literacy resource collections (72%) indicate they actively support literacy programs offered by either institutions or groups within their community. In terms of the support provided, as Table 5.3 reveals, the majority assist literacy programs through the provision of either materials and facilities for literacy instruction.

TABLE 5.3

Resource Centre Support to Literacy Programs

SUPPORT	PERCENTAGE
Provide materials	68%
Provide facilities	55%
Other[3]	28%
Financial support	2%

In terms of direct support to adult learners interested in literacy, virtually all (94%) report assisting interested adults in finding literacy materials. Also noteworthy is the finding that over one-half (51%) provide referral services to adults expressing interest in available literacy programs.

TABLE 5.4

Resource Centre Support to Adult Learners Interested in Literacy

SUPPORT	PERCENTAGE
Assistance in locating materials	94%
Library tour/orientation	77%
Referral service to other prgms.	51%
Listings of materials or bibliography	38%
Other[4]	6%
Workshop or seminar in literacy	4%
Programs in adult literacy	2%

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[1] The reader is reminded of the study's working definition of a literacy resource collection. A "special collection", for the purposes of this study, is defined as being a collection of 25 or more books or resources geared toward the adult literacy learner. Excluded from the study were resource collections of tutor-based literacy programs. The discrepancy between the number of libraries (52) and number of special collections (53) arises because AVC Edmonton houses two collections in adult literacy: one as part of their Learning Resources Centre and another as part of their ESL Learning Resource Centre.

[2] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, percentage totals, in some cases, will not equal 100%.

[3] This support includes such things as secretarial/clerical or volunteer support, service on advisory committees or boards, inter-library loans, displays, and publicity.

[4] "Other" includes direct support such as free library cards.

6. COMPARISON OF TUTOR-BASED AND INSTITUTIONALLY BASED LITERACY PROGRAMS

It is the intention of this section of the report to compare the data captured from tutor-based literacy programs to that received from institutionally based literacy programs. The discussion of the findings is restricted to an overview of the notable common and distinctive characteristics between the two program groups.

6.1 Client Groups Served (See Figure 1)

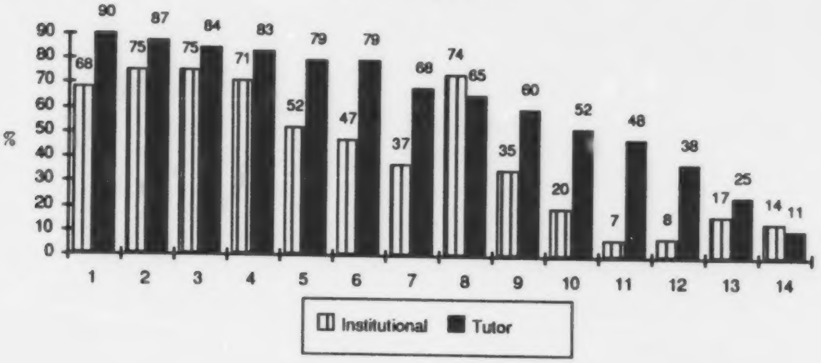
Overall, tutor-based programs are more likely to serve a wider variety of client groups than institutional programs do.

When compared to institutional programs, tutor-based programs are far more inclined to serve:

- the general public
- Canadians to whom English/French represent a second language
- immigrants
- the learning disabled
- the physically disabled
- workplace employees
- the homebound
- the mentally handicapped

Institutional programs tend to more frequently address the literacy needs of aboriginal people and inmates than tutor-based programs do.

Figure 1
Client Groups Served

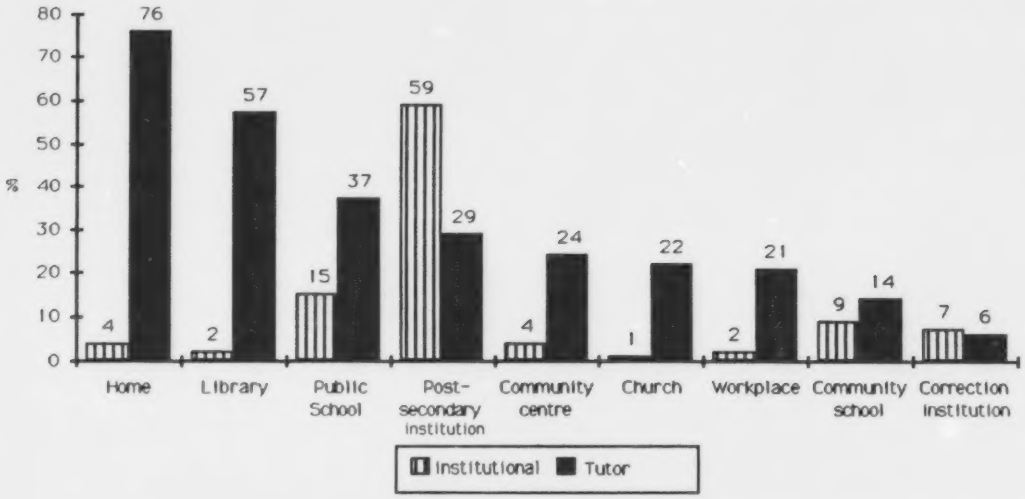


1 General public
2 Unemployed
3 Single parents
4 Welfare Recipients
5 First language not English/French
6 Immigrants
7 Learning disabled
8 Aboriginal people
9 Physically disabled
10 Workplace employees
11 Homebound
12 Mentally Handicapped
13 Foreign students
14 Inmates

6.2 Sites for Tutorial Sessions/Literacy Classes (See Figure 2)

In comparison to institutional programs, tutor-based programs exhibit a far greater tendency to provide literacy upgrading opportunities to adults in decentralized, community-based settings, such as homes, libraries, community centres, churches, and the workplace.

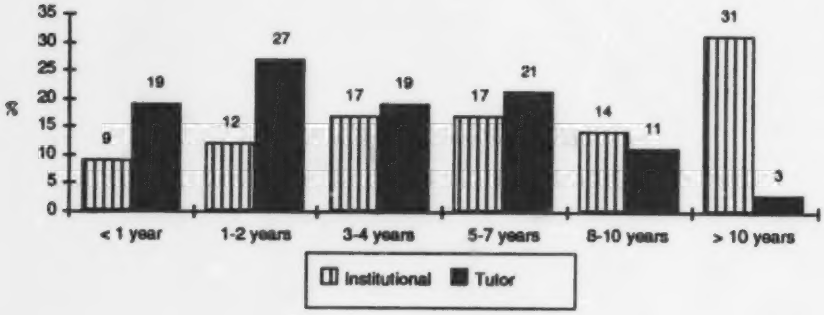
Figure 2
Sites for Literacy Classes/Tutorial Sessions



6.3 Length of Time Programs Have Been in Operation (See Figure 3)

- Institutional programs exhibit a greater tendency to be well established (i.e. in existence for 8 or more years) than tutor-based programs do.
- Tutor-based programs, in contrast to institutional programs, are more likely to have been in operation for 2 years or less.

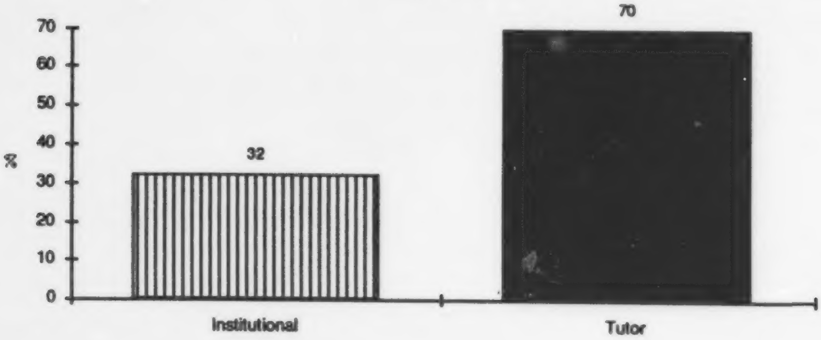
Figure 3
Length of Time Programs Have Been in Operation



6.4 Continuous Learner Entry/Exit (See Figure 4)

- Of the two provider groups, tutor-based programs exhibit a far greater tendency to maintain a continuous learner entry/exit policy.*

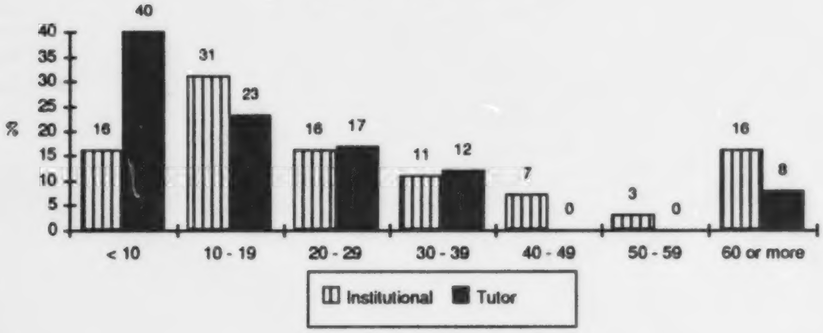
Figure 4
Continuous Entry/Exit



6.5 Current Active Matches/Enrolment Levels (See Figure 5)

- Of the two provider groups, institutional programs are more likely to accommodate larger groups of adult learners (i.e. a total of 40 or more learners).
- Tutor-based programs, in contrast to institutional programs, are more inclined to be serving a total of 10 learners or less.

Figure 5
Current Enrolment Levels/
Number of Active Matches



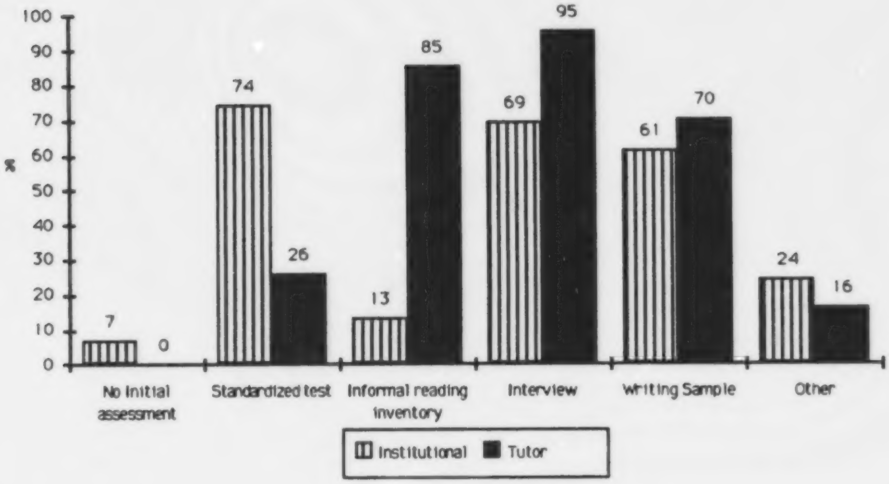
* Continuous entry/exit refers to an intake policy which allows learners to enrol or leave a program at their own discretion. In other words, learner intake is not limited to a given month(s) but can occur on a continual basis throughout the program year.

6.6 Initial Learner Assessment Methods (See Figure 6)

- When compared to tutor-based programs, institutional programs are slightly more likely not to implement any form of initial learner assessment.
- Of the two provider groups, tutor-based programs are more inclined to rely upon interviews, informal reading inventories (e.g. Bader or Silvaroli), and writing samples to initially assess learners.
- Institutional programs, in contrast to tutor-based programs, exhibit a greater tendency to rely upon standardized tests (e.g. TABE, CAAT) and "other" methods through which to assess the abilities of their learners upon enrolment.

Figure 6

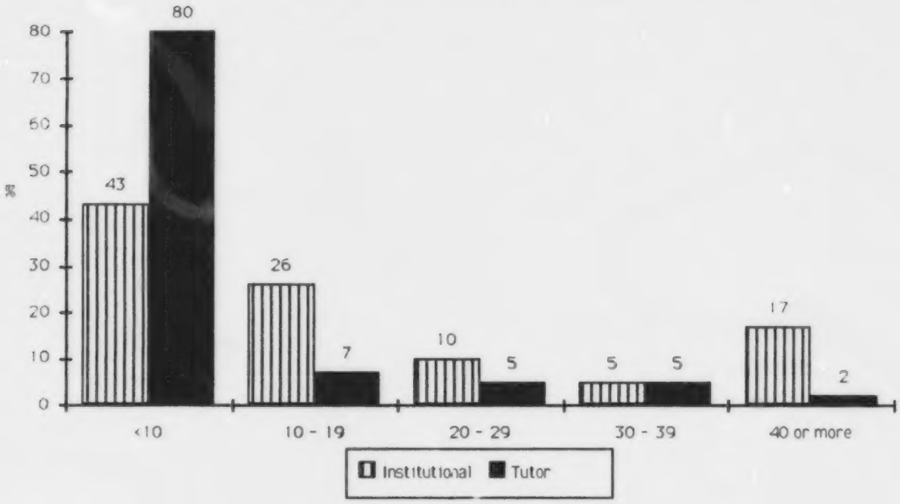
Initial Learner Assessment Methods



6.7 Number of Learners Awaiting Match with Tutor/Awaiting Enrolment in Institution (See Figure 7)

- Of the two provider groups, institutional programs are more likely to have a larger number of potential learners waiting to commence their literacy studies.

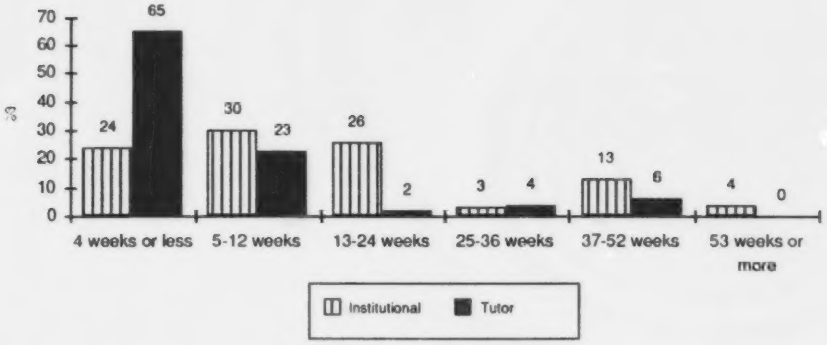
Figure 7
Number of Learners Awaiting Enrolment/Match



6.8 Average Learner Wait Before Match with Tutor/Enrolment in Institution (See Figure 8)

- Tutor-based programs, in general, can more quickly accommodate potential learners than institutional programs can.

Figure 8
Average Learner Wait



6.9 Top Five Perceived Impediments to Adult Learner Participation (See Figures 9A-B)

- Both provider groups cite fear of failure and personal unreadiness as one of the top five factors which negatively impact adult learner participation.
- Tutor-based program providers more frequently cite the perceived stigma of illiteracy, a lack of program awareness, and job responsibilities as impediments to adult learner involvement.
- Institutional program providers are more likely to view home responsibilities, insufficient funding, and a lack of child care as barriers to adult participation in available programs.

Figure 9A
Perceived Impediments to Adult Learner Participation
(Tutor Programs)

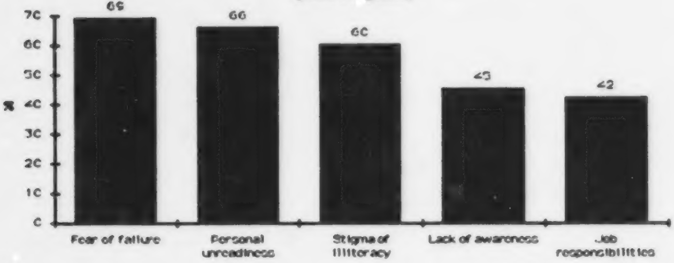
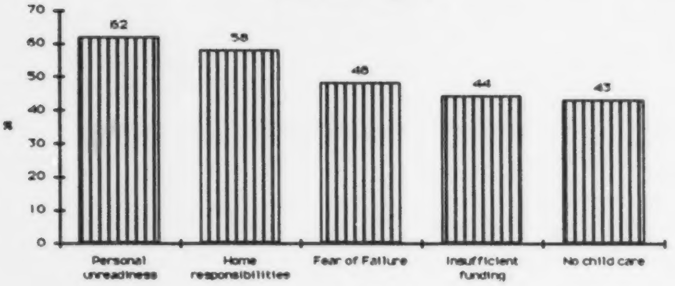


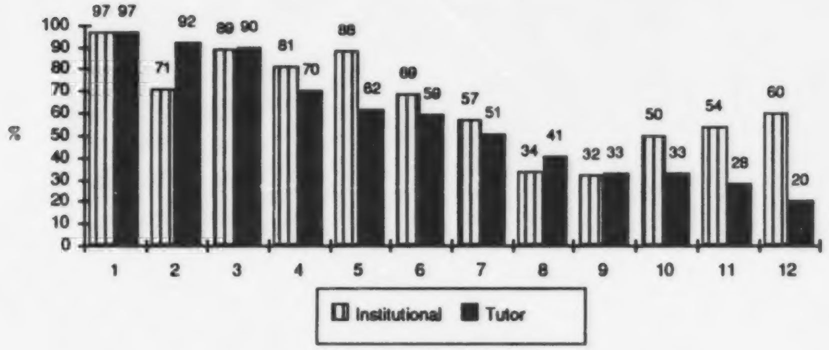
Figure 9B
Perceived Impediments to Adult Learner Participation
(Institutional Programs)



6.10 Available Instructional Resources (See Figure 10)

- Virtually the same proportion of both tutor-based and institutional programs indicate the availability of books, workbooks, and student-created materials.
- Institutional programs exhibit a greater tendency to maintain a wider range of available instructional resources than tutor-based programs do.
- Of the two provider groups, institutional programs are more likely to cite test materials, instructor created resources, videos, audio cassettes, programmed learning packages, guest speakers, and computer programs as available instructional resources.
- Tutor-based programs, in contrast to institutional programs, are more likely to report the availability of newspapers and read-along books.

Figure 10
Available Instructional Resources

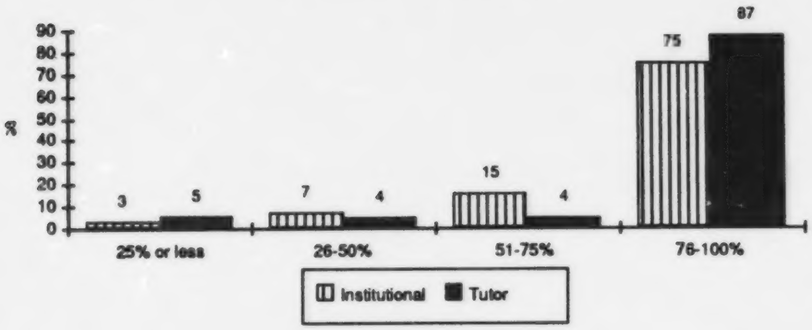


1 Books
2 Newspapers
3 Workbooks
4 Testing Materials
5 Instructor created materials
6 Videotapes
7 Audio tapes
8 Read-along books
9 Student created materials
10 Programmed learning material
11 Guest speakers
12 Computer programs

6.11 Percentage of Total Literacy Resource Materials Geared to Adult Learners (See Figure 11)

- Tutor-based programs are more inclined to have a greater proportion of their total literacy resource collection comprised of materials designed expressly with the adult learner in mind.

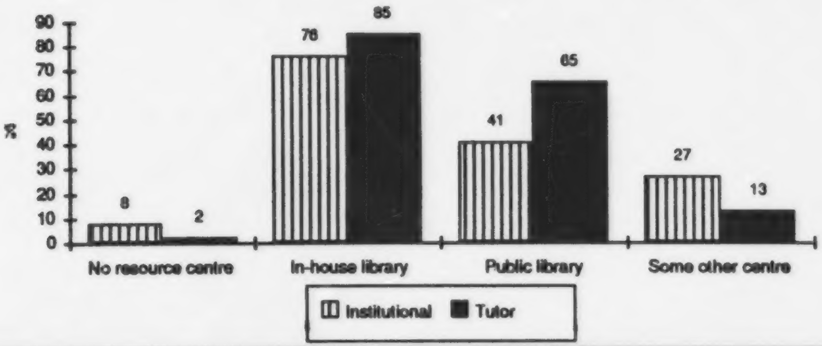
Figure 11
Percentage of Total Literacy Resource Materials Geared to Adult Learners



6.12 Learner Access to a Resource Library (See Figure 12)

- In contrast to institutional programs, tutor-based program providers are more likely to report their learners have access to in-house resource libraries and public libraries.
- Of the two groups, institutional program providers more frequently indicate their learners either have access to some other resource library or no access to any resource library whatsoever.

Figure 12
Resource Library Access



6.13 Sources of Operational Funding (See Figure 13)

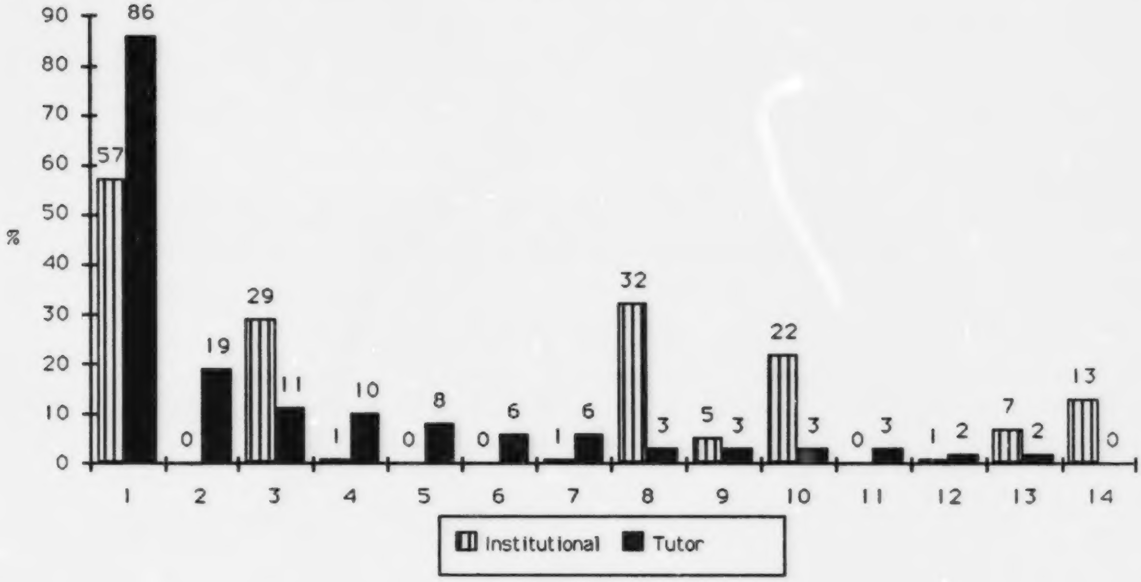
Tutor-based programs, when compared to institutional programs, tend to more frequently derive operational funding from:

- Alberta Advanced Education
- Service clubs
- Municipal governments
- Private individuals
- Charity fundraising
- Northern Development Agreement
- Corporate funding
- Secretary of State

In contrast to tutor-based programs, institutional programs are more likely to draw funding for their operations from:

- Student tuition fees
- Alberta Career Development and Employment
- Canada Employment and Immigration
- Other provincial government departments
- Indian Affairs and Northern Development
- Alberta Education

Figure 13
Sources of Operational Funding



1. Alberta Advanced Education	8. Alberta Career Development and Employment
2. Service clubs	9. Other provincial government departments
3. Student tuition fees	10. Canada Employment and Immigration
4. Municipal government	11. Corporate funding
5. Private individuals	12. Secretary of State
6. Charity fundraising	13. Indian Affairs and Northern Development
7. Northern Development Agreement	14. Alberta Education

7. PROFILE OF TUTOR-BASED LITERACY PROGRAM COORDINATORS

7.1 Background Information

The backgrounds of literacy coordinators in Alberta were examined by questions which asked their age, gender, marital status, and level of education.[1]

As shown by Table 7.1, almost three-quarters of the literacy coordinators who responded (73%) are between 30 and 49 years of age, while only 10% are 29 years of age or younger. The vast majority (93%) are female, and almost as many (90%) are married.

TABLE 7.1

Age, Gender, and Marital Status (Literacy Coordinators)

AGE	PERCENTAGE[2]
19 or less	0%
20 to 29	10%
30 to 39	40%
40 to 49	33%
50 to 59	15%
60 and over	2%
GENDER	**PERCENTAGE**
Female	93%
Male	7%
MARITAL STATUS	**PERCENTAGE**
Married	90%
Divorced	7%
Separated	2%
Common-law	2%
Widowed	0%
Single	0%

Literacy coordinators, in general, appear to be well-educated (see Table 7.2). Over one-half (54%) have achieved either an undergraduate degree or higher. Only 9% have not been exposed to some level of post-secondary education.

TABLE 7.2

Educational Attainment of Literacy Coordinators

EDUCATIONAL LEVEL	PERCENTAGE
Some high school	2%
High school diploma	7%
Some college or tech. school	7%
College/tech. school diploma or certificate	12%
Some university	18%
University degree	38%
Some post-graduate	8%
Post-graduate degree(s)	8%

7.2 Professional Characteristics

Data was also sought from literacy coordinators relating to, among other things, their job classification, previous teaching or tutoring experience, income, and benefits.

Almost two-thirds of literacy coordinators (64%) are employed on a contractual basis. The remaining 36% indicate they are employed on a permanent basis.

As Table 7.3 reveals, a remarkable degree of diversity is apparent among literacy coordinators in respect to the amount of teaching or tutoring experience they had prior to their current position. Of interest is the finding that one-half of the respondents (50%) indicate they had at least four years' previous instructional or tutorial experience.

TABLE 7.3

Previous Teaching or Tutoring Experience

(Literacy Coordinators)

PREVIOUS EXPERIENCE	PERCENTAGE
None	21%
1 year or less	11%
1 to 3 years	18%
4 to 6 years	15%
7 to 9 years	15%
10 years or more	20%

Eighty-two percent of the respondents indicate that they have been in their present position for less than 3 years (see Table 7.4). Only 19% have been in their position 4 years or more.

TABLE 7.4

Years in Current Position

(All Coordinators)

TENURE	PERCENTAGE
1 year or less	42%
1 to 3 years	40%
4 to 6 years	12%
7 to 9 years	5%
10 years or more	2%

Alberta's volunteer tutor literacy projects, generally, are intended to be community-based and managed by part-time coordinators. Some exceptions, however, exist. Larger projects or those affiliated with institutions often hire coordinators on a full-time basis. The findings bear this out, as 79% of the respondents are employed in part-time positions. The remaining 21% classify their positions as full-time.

Table 7.5 compares the tenure of part-time coordinators to that of full-time coordinators. It would appear that coordinators in full-time positions are more likely to remain with their projects for longer periods of time.

TABLE 7.5

Comparison of Tenure Between Full and Part-time Coordinators

TENURE	PERCENTAGE OF FULL-TIME COORDINATORS*	PERCENTAGE OF FULL-TIME COORDINATORS
1 year or less	23%	47%
1 to 3 years	38%	41%
4 to 6 years	23%	9%
7 to 9 years	15%	2%
10 years or more	0%	2%

* Based upon the small number of coordinators who categorized themselves to be full-time.

Those coordinators who categorized their positions as being full-time were asked to provide their annual salary. The majority (69%) earn between $20,000 and $34,999 a year. Twenty-three percent earn less than $19,999 a year.

Part-time coordinators, in turn, were asked to provide their hourly wage. A significant majority of part-time coordinators (79%) earn $14.99 or less an hour. The remainder (21%) report their hourly wage to fall within the $15.00 to $29.99 category.

Benefit packages for most employees in part-time positions are typically less available or, if available, less comprehensive than those made available to full-time employees. It would appear that the same holds true for literacy coordinators, as closer examination reveals that a notable relationship (p =.015 or less) exists between full-time and part-time status and benefit eligibility (see Table 7.6). Forty-three percent of the part-time coordinators and 15% of the full-time coordinators report they receive no benefits whatsoever. One part-time coordinator, in an additional comment, considers the "flexibility of hours" as a benefit.

TABLE 7.6

Comparison of Benefits for Full and Part-time Coordinators

BENEFIT	PERCENT OF FULL-TIME COORDINATORS*	PERCENT OF PART-TIME COORDINATORS
Health care	54%	11%
Dental care	54%	11%
Long term disability	46%	4%
Group life insurance	54%	6%
Pension	46%	11%
Vacation leave	69%	32%
Illness leave	69%	17%
Special leave (paid holidays)	54%	2%
WCB/UIC	77%	38%

* Based upon the small number of coordinators who categorized themselves to be full-time.

Literacy coordinators were asked what types of professional development opportunities are available to them. According to the respondents, the four most common professional development opportunities are conventions/conferences (95%), workshops (90%), memberships in professional organizations (78%), and in-service training (58%). Over one-quarter (27%) are given financial assistance to participate in courses offered by other institutions or organizations.

7.3 Adult Learner Participation

Also under investigation, as part of the study, was how literacy coordinators believe adult learners find out about available programs. In addition, literacy coordinators were asked what they perceive to be the types of difficulties adults face in order to participate in literacy programs.

Clearly, as Table 7.7 shows, literacy coordinators believe adult learners are made aware of their programs through a variety of means, though all (100%) are of the opinion word of mouth plays a role.

TABLE 7.7

How Adult Learners Find Out

About Programs

(Literacy Coordinators)

METHODS	PERCENTAGE
Word of mouth	100%
Referral from another prgm.	82%
Social services	72%
Posters, brochures, bookmarks, etc.	70%
Newspapers	70%
Paid/public service advertising (radio/TV)	63%
Pamphlets	62%
Public presentations	57%
Information booths	47%

One coordinator, as an additional comment, feels adults become aware of the program through "[the] sign on the door". Another points to "school newspapers and community newsletters" as a means through which awareness is increased.

Coordinators were asked to identify factors they believe make it difficult for adults to participate in literacy programs. As shown by Table 7.8, the four most frequently perceived factors which have a negative impact upon adult learner participation are either personal or psychological in nature.[3] It is also noteworthy that the most significant program-related impediment to adult learner involvement, according to literacy coordinators, is a lack of awareness about programs.

TABLE 7.8

Perceived Impediments to Adult Learner Participation (Literacy Coordinators)

FACTOR	PERCENTAGE
Personal unreadiness	72%
Fear of failure	70%
Perceived stigma of illiteracy	61%
Job responsibilities	54%
Lack of awareness about prgms.	51%
Home responsibilities	48%
Not enough time	43%
No child care	23%
Lack of tutors	20%
Insufficient funding	18%
Inadequate transportation	13%
Having to wait to begin prgm.	10%

The literacy coordinators responding generally do not believe other program-related factors make it difficult for adults to participate in literacy programs (for a complete breakdown of the findings refer to Appendix E, Table E.15).

Two coordinators, in handwritten responses, perceive a lack of motivation and commitment on the part of learners as negatively impacting involvement. One coordinator feels that, because projects lack standardized names, adults experience difficulty finding phone numbers.

7.4 Teaching Methods

The study also sought to determine the instructional methodology literacy coordinators employ in their programs and their tutor recruitment techniques. It comes as no surprise that virtually all coordinators (98%) report reliance upon volunteer tutors to carry out instructional activities in their programs.

But it would appear that the coordinators do not rely upon volunteers exclusively. Sixteen percent utilize teachers or instructors to provide instruction.

Three percent cite the use of community or agency personnel. As additional comments, two coordinators report employing "paid tutors", while two coordinators indicate they assume instructional responsibilities themselves.

All coordinators (100%), when asked about the method of instruction their programs employ, indicate the use of one-on-one instruction. Given the nature of volunteer tutor projects this is to be expected. However, it appears hybrid approaches are also being implemented. Almost one-quarter (23%) report the use of some form of small group instruction, and a further 13% provide instruction in a classroom format.

Forty-three percent report the use of self-paced learning. Computer-assisted instruction, in addition, is implemented by 11% of the literacy coordinators responding. One coordinator states the use of one day workshops in which tutors and learners meet to work on writing skills.

Journeyworkers, a series of videotapes and resources developed by the ACCESS Network and Manitoba Education to assist coordinators in the training of volunteer tutors, is obviously being used on a widespread basis. When asked whether they employ it as part of their tutor training repertoire, virtually all of the respondents (98%) indicate they do.

As Table 7.9 shows, literacy coordinators rely upon a number of means to recruit volunteer tutors for their programs. Of note, once again, is the almost universal reliance (97%) upon word of mouth.

TABLE 7.9

Volunteer Tutor Recruitment Techniques

TECHNIQUE	PERCENTAGE
Word of mouth	97%
Newspapers	90%
Posters, brochures, etc.	85%
Public presentations	68%
Pamphlets	63%
Paid/public service advertising (radio/TV	50%
Information booth	50%
Referral from another prgm.	37%
Social services	17%

Additional comments indicate that volunteer centres, service clubs, and churches are also turned to as sources for volunteer tutors. One coordinator describes a highly individualized recruitment approach, stating, "[I] approach a person I assume would be a good match for a particular learner already registered." Another coordinator points out, "[I] use substitute and retired teachers' lists from [the] school board."

7.5 Support Services

An additional focus of the study was determining the demands placed upon volunteer-based programs by adult learners for support services.

Table 7.10 outlines the types of personal services coordinators find learners to request most often.[4] While the two most frequently cited support services are personal counseling (54%) and life skills (49%), learners also appear to make regular requests for special needs assistance (33%) and financial assistance (32%).

TABLE 7.10

Personal Services Requested Most Often

by Adult Learners

(Literacy Coordinators)

PERSONAL SERVICE	PERCENTAGE
Personal counseling	54%
Life skills	49%
Career counseling	37%
Special needs assistance	33%
Financial assistance	32%
Child care	16%
Transportation allowances	14%
Crisis counseling	12%
Residences/housing	0%

One coordinator notes that she is asked to "help with letter writing and filling out of forms to deal with other agencies", while another reports dealing with learner requests pertaining to "where to get extra food."

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[1] Literacy coordinators are charged with the responsibility of the day-to-day management of community-based literacy programs staffed by volunteer tutors. Literacy program administrators, by contrast, oversee institutionally based literacy programs staffed by professional instructors.

[2] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, the percentage totals, in some cases, will not equal 100%.

[3] From a list of 30 possible factors, respondents were directed to select no more than 5.

[4] From a list of 9 possible services, respondents were directed to select no more than 3.

DISCUSSION: TUTOR-BASED LITERACY PROGRAM COORDINATORS

- It is particularly striking that the ranks of literacy coordinators in Alberta are almost exclusively female (93%), of whom nearly one-half have either achieved an undergraduate degree or higher. Further study may pinpoint the reasons why men, for the most part, are not attracted to the field. It may be related to the fact that most positions are part-time, thereby allowing women to balance child-rearing responsibilities with meaningful employment. It may also be attributed to the nature of the field itself. One should keep in mind that the coordination of volunteer tutor projects involves much more than simply dealing with forms or budgets—it involves dealing with people in a compassionate and nurturing manner. Perhaps it is for this reason that the field, like nursing and social work, is dominated by women.
- The fact that virtually all (90%) are married deserves mention. Are literacy coordinating positions only attractive to individuals who have a second income or spousal benefit package to fall back upon?
- Though one-half of the respondents (68%) indicate they had four or more years of teaching or tutoring experience prior to the assumption of coordinating responsibilities, 21% report no past experience whatsoever. Are some projects failing to attract individuals with previous instructional experience or do they look for other characteristics (enthusiasm, inter-personal skills, high community profile) or experience (volunteer management, public relations) in individuals when choosing literacy coordinators?
- The vast majority of coordinators (82%) have been in their positions for 3 years or less. This finding suggests a fairly high degree of turnover even in light of the fact that, because of increased funding from the Government of Alberta, the number of tutor-based programs has more than doubled over the past four years. Given that most of the coordinators are in part-time positions, it could very well be that the position itself is simply viewed as a "stepping stone" to other more lucrative, secure positions. Perhaps some simply retire or relocate. How readily programs deal with turnover and the effect it has on them, however, remains to be determined.
- All of the coordinators responding point to word of mouth as one of the means they believe adults are informed of the availability of literacy upgrading opportunities. As word of mouth is obviously second hand information, it would be meaningful to determine what roles other public awareness strategies (print materials, radio/TV) play in serving as the source for this verbal information.
- One-half of the coordinators (51%), when asked what they feel makes it difficult for adults to involve themselves in available programs, cite a lack of program awareness. Yet 20% also feel a lack of tutors negatively impacts involvement. The two findings may very well be linked. In other words, if potential learners are not aware of available programs, the possibility exists that potential tutors do not come to the fore because they, too, are unaware of the need for their services. Could this relate to the finding that 10% of the respondents believe learners are forced to contend with a period of wait before beginning their studies? It could very well be that too much emphasis has been placed upon making potential learners aware of available programs rather than gearing advertising to the recruitment of potential tutors.
- The remaining program-related factors, such as eligibility requirements and fees or material costs, according to literacy coordinators, do not significantly hamper adult learner involvement. Can this be attributed to the fact that volunteer-based programs can, perhaps, exercise a greater degree of flexibility when meeting the unique and varying needs of their learners than institutionally based programs can?
- It remains unclear why 6% of the coordinators report they utilize either paid tutors or community/agency personnel in their programs. It is also important to keep in mind that 16% report the use of teachers or instructors in their programs. Though both findings could be interpreted as hinting at a volunteer tutor shortage, perhaps some programs have been able to find the funds to afford the luxury of supplementing their volunteer ranks with the use of paid personnel. The possibility also exists that these programs are affiliated with institutions and, therefore, have professional staff made available to them.

- Of related interest is the finding that 23% of the coordinators responding report their programs make use of small group instruction and an additional 13% provide class instruction. Why have some coordinators moved away from the traditional one-to-one, matched pair delivery mode?

  Could it be a means by which they cope with the demands placed upon their programs, or are these programs affiliated with institutions where classroom instruction is a feasible alternative? Perhaps coordinators are reacting to the preference of adult learners.

- In light of the finding that a majority of the literacy coordinators responding are of the opinion that psychological and personal factors present the greatest difficulty for adult learners, it comes as no surprise that many are confronted with inquiries for counseling and other support services on a fairly regular basis. How they deal with such requests should be studied in greater detail. For example, do the counseling responsibilities fall upon the shoulders of the coordinators or tutors themselves? If so, do they feel comfortable assuming them? If coordinators or tutors do not meet the counseling or special needs of adult learners, who does? And, if they are not being met, what impact does this have upon adult involvement in tutor-based programming? The sources of the problems literacy learners contend with also needs to be examined in greater detail. For example, is it the lack of literacy skill that causes personal and psychological difficulty? Perhaps it is not the lack of skills but the process of gaining them which causes the trauma. It could very well be that the difficulties learners face are not even linked to their acquisition of literacy skills. In other words, the possibility exists that their problems may be traced back to a lack of life skills (note that virtually one-half of the coordinators (49%) deal with regular learner requests for life skills training).

- Also deserving mention is the finding that approximately one-third of the coordinators responding report frequent learner requests for career counseling, special needs assistance (e.g. learning disabled), and financial assistance. The findings would suggest that some learners in tutor-based programs participate for employment-related purposes, but that learners are challenged with a number of difficulties reaching whatever goals they have set for themselves.

8. PROFILE OF LITERACY PROGRAM ADMINISTRATORS

8.1 Background Information

One of the purposes of the study was to collect data relating to the backgrounds of Alberta's literacy program administrators.[1] Accordingly, program administrators were asked to give their age, gender, marital status, and educational attainment.

As Table 8.1 shows, three-quarters of the program administrators responding (75%) are forty years of age or older. It is noteworthy that program administrators are almost evenly distributed in terms of gender, as males constitute only a slight majority (52%). Seventy-three percent of the respondents are married.

TABLE 8.1

Age, Gender, and Marital Status

(Program Administrators)

AGE	PERCENTAGE[2]
19 or less	0%
20 to 29	0%
30 to 39	26%
40 to 49	66%
50 to 59	9%
60 and over	0%
GENDER	**PERCENTAGE**
Female	52%
Male	48%
MARITAL STATUS	**PERCENTAGE**
Married	73%
Divorced	13%
Separated	10%
Single	2%
Common-law	2%
Widowed	0%

All of the program administrators responding (100%) have completed some university course work. Only 8% have not earned a degree. Though more than one-quarter (27%) possess only an undergraduate degree, 44% have earned post-graduate degrees. An additional 21% report having been exposed to some post-graduate training.

8.2 Professional Characteristics

Program administrators were questioned in respect to their job classification, prior teaching experience, salary, benefits, and professional development opportunities in addition to other related factors.

The majority of respondents (58%) classify themselves to be program administrators. One-quarter (25%) are senior instructors, positions which usually combine instructional and administrative duties. The remaining 17% provided varying responses, indicating their position to be either Campus Manager, Department Manager/Chairperson, or Director.

Clearly, as outlined by Table 8.2, most program administrators had established a strong base of instructional experience before assuming their administrative duties. Only 6% had 3 years' or less previous teaching experience.

TABLE 8.2

Previous Teaching Experience

(Program Administrators)

PREVIOUS EXPERIENCE	PERCENTAGE
None	0%
1 year or less	4%
1 to 3 years	2%
4 to 6 years	23%
7 to 9 years	23%
10 years or more	48%

Nearly all of the respondents (92%) classify their positions be to full-time. Three program administrators are in part-time positions, while one categorizes her position as being casual.

Those administrators in full-time positions were asked to provide their annual salary. The vast majority of the respondents (86%) earn $40,000 or more a year.

Twelve percent earn between $30,000 and $39,999 annually. Only one administrator falls below the $30,000 threshold, reporting her annual salary to be between $20,000 to $24,999.

Part-time administrators were asked to categorize their income in terms of their hourly wage. Of the four part-time program administrators, three are paid between $15.00 and $29.99 an hour. One indicates her hourly wage falls within the $30.00 to $44.99 range.

The benefit packages for most full-time program administrators appear quite comprehensive. When asked what benefits they are eligible to receive, only 2 full-time program administrators state they are eligible for none. Ninety percent or more are eligible for group life insurance (94%), health care benefits (92%), pension benefits (92%), vacation/illness leave (92%), and long-term disability (90%). Just under ninety percent (88%) receive dental and WCB/UIC. Eighty-three percent are eligible for special leaves, while 65% cite eligibility for union benefits.

All of the program administrators who responded (100%) are given the opportunity to involve themselves in some form of professional development training. The four most common professional development opportunities for program administrators are workshops (96%), conventions (94%), access to resource centres (71%), and in-services (69%). Almost two-thirds (65%) cite memberships in professional organizations, and 63% indicate they have in-house course presentations available to them. Over one-half (54%) report eligibility for sabbatical leave, while 42% receive financial support for courses offered by other institutions or agencies.

8.3 Adult Learner Participation

Also under investigation was how program administrators feel adult learners become aware of literacy programs. In addition, program administrators were asked what type of difficulties they believe adults must overcome to participate in programs.

When asked how they feel adult learners find out about literacy programs, virtually all program administrators (98%) believe word of mouth plays a role (see Table 8.3).

TABLE 8.3

How Adult Learners Find out

About Programs

(Program Administrators)

METHOD	PERCENTAGE
Word of mouth	98%
Referrals from another prgm.	71%
Social services	69%
Posters, brochures, bookmarks, etc.	65%
Newspapers	60%
Pamphlets	58%
Paid/pubic service advertising (radio/TV)	50%
Information booths	48%
Public presentations	33%
Don't know	2%

Additional comments indicate that employers, career development agencies (either provincial or federal), and aboriginal associations also play a role in making adults aware of literacy upgrading opportunities.

Responding to a question which asked what factors they believe make it difficult for adult learners to participate in available literacy programs, the majority of program administrators cite factors personal or psychological in nature (see Table 8.4).3 Of note is the finding that almost one-third of the respondents (30%) are of the opinion that adults experience difficulty having to wait before beginning their course of study.

TABLE 8.4

Perceived Impediments to Adult Learner Participation

(Program Administrators)

FACTOR	PERCENTAGE
Home responsibilities	70%
Personal unreadiness	68%
Fear of failure	62%
Job responsibilities	51%
No child care	49%
Insufficient funding	47%
No funding for part-time prgm.	36%
Inability to get funding	36%
Perceived stigma of illiteracy	34%
Not enough time	32%
Inadequate transportation	30%
Having to wait for prgm. to begin	30%
A lack of awareness about prgms.	30%
Regulation of other gov. agencies	17%
Age	15%
Strict attendance requirements	11%

The remaining factors do not, according to program administrators, seem to significantly hamper adult learner participation (for a complete breakdown see Appendix E, Table E.33).

8.4 Teaching Methods

An additional purpose of the study was to collect data relating to the staffing and instructional methods employed by the programs the administrators oversee.

When asked who assumes the responsibility of instructing the adult learners enrolled in their programs, all program administrators (100%) cite the use of teachers or instructors. This finding was anticipated as institutions, for the most part, typically rely upon paid professional staff.

Of note, however, is the fact that almost one-quarter (24%) report the use of volunteer tutors. One program administrator implements community or agency personnel, while another, in an additional comment, reports the utilization of paid tutors.

In response to a question which sought to determine the instructional methodology being implemented in their programs, it is evident, based upon the responses of program administrators, that a combination of methods is currently in use. Eighty-nine percent of program administrators report the use of classroom instruction. A significant majority (79%) employ small group instruction (less than six learners). Almost the same amount (77%) indicate the implementation of one-to-one instruction, while 70% utilize self-paced learning. It is of note that two-thirds of the respondents (66%) report using computer-assisted instruction (CAI), and two administrators, in additional comments, cite the use of computer-managed learning (CML) packages.

Just over one-third of program administrators (35%) employ some form of tutor recruitment strategy. When asked to specify how they go about recruiting tutors, 19% report reliance upon word of mouth. The same amount of program administrators (19%) implement newspapers to recruit potential tutors, and 7% cite the use of print materials such as posters and brochures to spread word of the need for tutors. Less than 5% rely upon paid/public service advertisements, social services, and information booths for tutor recruitment. None of the respondents recruit tutors through public presentations.

8. 5 Support Services

The study turned its attention to support services by asking administrators what types of personal and instructional resources, in their experience, are most often requested by adult learners.

Of particular interest is the fact that virtually all of the respondents (92%), when asked to cite the personal services learners request most frequently, report encountering frequent learner inquiries relating to financial assistance (see Table 8.5).4

Also deserving mention is the finding that approximately one-half report regular learner requests for career counseling (54%), personal counseling (48%), and child care services (46%).

TABLE 8.5

Personal Services Requested Most Often

by Adult Learners

(Literacy Administrators)

PERSONAL SERVICES	PERCENTAGE
Financial assistance	92%
Career counseling	54%
Personal counseling	48%
Child care services	46%
Life skills	33%
Crisis counseling	25%
Special needs assistance	17%
Transportation allowances	15%
Residences/student housing	10%

In response to a question which sought to determine what instructional resources adult learners request most often, almost two-thirds of the administrators who responded (64%) cite tutorial services. Forty-five percent indicate adult learners inquire about the availability of Learning Assistance Centres. One-third (33%) field learner requests for computer labs, while less than one-quarter of the respondents encounter requests for libraries (24%) and resource centres (19%). Two administrators, in additional comments, report encountering learner requests for more individualized attention. Another cites learner inquiries relating to age/interest appropriate materials.

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[1] Literacy program administrators manage institutionally based literacy programs staffed by professional instructors. Literacy coordinators, in turn, are given the responsibility of managing community-based literacy programs staffed by volunteer tutors.

[2] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, the percentage totals, in some cases, will not equal 100%.

[3] From a list of 30 potential factors, respondents were directed to select no more than 5.

[4] From a list of 9 possible services, respondents were directed to select no more than 3.

DISCUSSION: LITERACY PROGRAM ADMINISTRATORS

- The data would seem to indicate that, in many cases, the administration of literacy programs is only one aspect of the respondents' overall responsibilities. The fact that 42% of the respondents are in various positions such as "Director" or "Campus Manager", or senior instructors would tend to support this finding. Could it be that the administration of literacy programs, whether they be at the 0 or 12 grade equivalency level, is not deemed important enough to warrant a position geared exclusively to this type of programming? Further, to what degree this "blurring" of administrative responsibility impacts literacy programs remains unclear.
- As pointed out, institutionally based programs typically employ paid, professional staff to facilitate literacy upgrading instruction. Therefore, the finding that 24% complement their professional staff through the use of volunteer tutors comes as somewhat of a surprise. Further study may explain why administrators turn to volunteers to assist in program delivery (keep in mind that 35% report the use of some form of tutor recruitment strategy).
- When asked what factors they believe make it difficult for adults to participate in literacy programs, under one-half of the respondents (47%) point to insufficient funding. Yet, compare this to the finding that 92% report encountering frequent learner inquiries for financial assistance. Why this discrepancy occurs demands further study. It may very well be that learners naively assumed the level of sponsorship made available to them would be adequate but, once in the program, discover it to be insufficient.
- A lack of child care represents a barrier to adult participation in the minds of 49% of the administrators and 46% report dealing with frequent learner requests for this support service, despite the fact that a number of programs make on-site child care available to their adult learners. To what degree this impacts adult involvement requires further study.

9. PROFILE OF VOLUNTEER TUTORS

9.1 Background Information

Attention was turned to the backgrounds of individuals who, as volunteer literacy tutors, play an integral role in Alberta's overall adult literacy effort. Under examination first were their age, gender, marital status, and educational attainment.

Table 9.1 shows that the clear majority of volunteer literacy tutors surveyed (64%) are 40 years of age or older. Almost ninety percent of those responding (88%) are female. Just under two-thirds (65%) are married.

TABLE 9.1

Age, Gender, and Marital Status

(Volunteer Tutors)

AGE	PERCENTAGE[1]
19 or less	1%
20 to 29	12%
30 to 39	24%
40 to 49	25%
50 to 59	16%
60 and over	23%
GENDER	**PERCENTAGE**
Female	88%
Male	12%
MARITAL STATUS	**PERCENTAGE**
Married	65%
Single	16%
Divorced	7%
Widowed	7%
Common-law	3%
Separated	2%

There appears to be little uniformity in the educational attainment of volunteer literacy tutors (see Table 9.2). It should be noted, however, that a significant majority (81%) have been exposed to varying levels of post-secondary education, with more than one-third of the respondents (37%) indicating the achievement of an undergraduate degree or higher.

TABLE 9.2

Educational Attainment of Volunteer Tutors

EDUCATIONAL LEVEL	PERCENTAGE
Some high school	6%
High school diploma	13%
Some college or tech. school	9%
College/tech. school diploma or certificate	17%
Some university	18%
University degree	23%
Some post-graduate	7%
Post-graduate degree(s)	7%

9.2 Volunteer Characteristics

An additional purpose of the study was to collect data from volunteer tutors relating to such things as their professional development opportunities, the manner in which they were recruited, the length of time they have been matched with their present learner, and their employment status.

Over three-quarters of the volunteer tutors surveyed (76%) cite workshops as a professional development training opportunity made available to them. Access to a resource centre is the only other professional development opportunity available to a majority of the respondents (60%). Forty-two percent report that they are eligible to participate in conventions and conferences. Less than one-third (32%) cite the availability of in-service training, and 19% have access to in-house course presentations. One respondent, as an additional comment, points to "tutor rallies" as a manner in which her skills are developed, while another cites "consultation with staff". Seven percent of the volunteer tutors surveyed report that no professional development training is made available to them whatsoever.

As Table 9.3 reveals, the volunteer tutors responding were recruited through a number of means though almost one-half (46%) report they learned of the need for volunteer tutors through newspapers. A number of respondents, in additional comments, indicate they were recruited through either volunteer organizations or church groups.

TABLE 9.3

How Volunteer Tutors Were Recruited

METHOD	PERCENTAGE
Newspaper	46%
Work of mouth	39%
Posters, brochures, bookmarks etc.	23%
Paid/public service advertisements (radio/TV)	14%
Pamphlets	13%
Information booths	8%
Public presentations	4%
Social services	2%
Referral from another prgm.	2%

When asked how long they have been matched with their present learner, over one-half of the volunteer tutors surveyed (54%) report a match of less than six months (see Table 9.4). Only 27% cite matches in excess of one year.

TABLE 9.4

Length of Match with Current Learner

LENGTH OF MATCH	PERCENTAGE
1 to 6 months	54%
6 months to 1 year	19%
1 to 3 years	23%
3 to 5 years	4%
5 years or more	0%

One-half of the volunteer tutors responding (50%) are either employed on a full or part-time basis (see Table 9.5), while over one-quarter (26%) categorize themselves to be homemakers.

TABLE 9.5

Employment Status of Volunteer Tutors

EMPLOYMENT STATUS	PERCENTAGE
Employed full-time	31%
Homemaker	26%
Employed part-time	19%
Retired	18%
Unemployed	4%
Students	3%

The volunteer tutors who indicated they are employed were then asked to categorize the nature of their work from a list of occupational classifications. Of particular interest is the finding that 57% classify their positions to be either managerial or professional in nature. Nineteen percent are employed in clerical work, and 11% indicate their employment to be in the sales or service field. Eight percent are in technical or trade occupations, while 5% are working in unskilled positions.

The average length of time the respondents have provided volunteer literacy instruction is 2 years. Almost one-half (47%) have been volunteer tutors for less than two years, while 23% report a tenure of between 2 and 3 years. The remaining 29% indicate they have provided volunteer services in excess of three years.

When asked how much time they spent being trained as a tutor, 70% of the respondents report they received between 4 to 15 hours of initial training (see Table 9.6). Nine percent, however, report they received no initial training whatsoever.

TABLE 9.6

Length of Initial Tutor Training

INITIAL TRAINING	PERCENTAGE
No training	9%
3 hours or less	12%
4 to 9 hours	32%
10 to 15 hours	38%
16 hours or more	9%

Of those who were provided with initial training, more than three-quarters (77%) indicate that it was delivered in a formal course or tutorial format. The remaining 23% were oriented to volunteer tutoring on a one-to-one basis.

Volunteer tutors were also asked what they perceived was lacking in their initial tutor training. Nearly one-third (32%) report being satisfied with all aspects of their training. However, as Table 9.7 shows, a number of volunteer tutors are of the opinion that particular aspects of their initial training should have been addressed in a more comprehensive manner, most notably the area of learner evaluation.

TABLE 9.7

Perceived Deficiencies in Initial Training

DEFICIENCY	PERCENTAGE
How to check on learners' progress	33%
Use of different instructional methods	25%
Special needs learners	22%
How to plan tutoring sessions	20%
Stages of literacy	17%
Available resources	15%
Spelling	11%

Ten percent or less of the respondents feel their training should have allocated additional time to the areas of numeracy, dealing with adult learners, reading comprehension, word identification, writing, ethics, and literacy orientation. Five respondents, as additional comments, believe their training should have more thoroughly prepared them to meet the needs of E.S.L. learners.

Over half of the respondents (54%) report that they had previous teaching or tutoring experience.

9.3 Adult Learner Participation

The volunteer tutors surveyed were also asked to provide data relating to, among other things, the manner in which adults become aware of available programming, the reasons behind learner attrition, and the factors which negatively impact adult learner participation.

When asked how they believe adult learners are made aware of volunteer tutor programming, an overwhelming majority of tutors (85%) cite word of mouth (see Table 9.8). Three percent report being unaware how learners are informed of programs.

TABLE 9.8

How Adult Learners Find out About Programs

(Volunteer Tutors)

METHOD	PERCENTAGE
Word of mouth	85%
Referral from another program	54%
Social services	51%
Paid/public service advertising (radio/TV)	38%
Newspapers	38%
Poster, brochures, bookmarks, etc.	32%
Pamphlets	22%
Information booths	21%
Public presentations	14%

Additional comments cite immigration agencies, employers, and church organizations as additional means through which the availability of literacy programming comes to the attention of adult learners.

Not surprisingly, given the nature of the programs they are involved with, the vast majority of volunteer tutors responding (91%) report they provide literacy instruction on a one-to-one, matched pair basis. Yet, other methods of instruction are also implemented. The remaining 9% of the study sample indicate instruction is provided either on a one-to-one drop-in basis or small group tutorials.

In response to a question designed to determine what volunteer tutors perceive to be the reasons behind learner attrition, almost one-half of the respondents (49%) are of the opinion that personal problems play a role.[2] A lack of motivation on the part of learners is also singled out as a contributing factor by 44% of the respondents.

Almost as many (43%) report time or family commitments influence learner attrition, and 38% cite employment-related factors.

It should be noted, however, that almost one-third (31%) feel learners leave because they have completed the objectives they had set for themselves upon enrolment. Twenty-nine percent of the respondents indicate learners terminate their studies because they move away, while 18% attribute learner drop-out or departure to either disinterest or boredom. Thirteen percent of those responding report being unaware of the reasons learners terminate program participation. Also noted as additional reasons for learner attrition were "lack of patience—want to improve more quickly" and "lack of confidentiality".

When asked what factors make it difficult for adults to participate in literacy programs, volunteer tutors most frequently cite factors which are personal or psychological in nature (see Table 9.9).3 It is noteworthy that the majority of the respondents single out fear of failure (66%) and the perceived stigma of illiteracy (57%) as inhibiting the participation of adult learners. Of the program-related factors, the lack of program awareness (40%) represents the most frequently cited barrier to adult learner participation (for a complete presentation of the findings, see Appendix E, Table E.55).

TABLE 9.9

Perceived Impediments to Adult Learner Participation

(Volunteer Tutors)

FACTOR	PERCENTAGE
Fear of failure	66%
The perceived stigma of illiteracy	57%
Home responsibilities	43%
Lack of awareness about prgms.	40%
Job responsibilities	39%
Personal unreadiness	37%
Not enough time	28%
Lack of tutors	22%
No child care	21%
Age	16%
Inadequate transportation	11%
Having to wait to begin prgm.	9%
Insufficient funding	8%

As shown by Table 9.10, over one-half of the volunteer tutors surveyed (56%), responding to a question which sought to determine what instructional resources they feel are lacking in their programs, indicate a need for workbooks.

TABLE 9.10

Perceived Resource Needs

(Volunteer Tutors)

RESOURCE	PERCENTAGE
Workbooks	56%
Books	42%
Programmed learning packages	37%
Read-along books	36%
Audio cassettes	27%
Testing materials	26%
Library resources	24%
Videotapes	22%
Instructor-created materials	22%
Newspapers, periodicals	19%
Computer programs	15%
Student-created materials	15%
Guest speakers	11%
Hardware/equipment	9%

9.4 Support Services

A further purpose of the study was to determine what support services, according to volunteer tutors, are available to their adult learners. Two additional questions sought to ascertain what personal and instructional service(s) their adult learners most frequently request.

Almost one-third of the respondents (32%) report the availability of no support service whatsoever for their adult learners. Of the support services available, personal counseling is cited most often (32%). Eighteen percent indicate that life skills training is available to their learners, and almost as many report the availability of financial assistance (17%) and career counseling (16%).

The least available support services are special needs assistance (11%), crisis counseling (10%), child care assistance (7%), computer labs (5%), and transportation allowances (2%).

The most common personal service requested by adult learners, in the experience of the volunteer tutors who responded, is personal counseling (37%).[4] One-third (34%) report frequently encountering requests for life skills training, and almost as many (29%) indicate dealing with inquiries relating to career counseling. Learners also appear to make regular requests for financial (28%) and child care (23%) assistance.

[1] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, the percentage totals, in some cases, will not equal 100%.

[2] From a list of 20 possible reasons, respondents were directed to select no more than 5.

[3] From a list of 30 possible factors, respondents were directed to select no more than 5.

[4] From a list of 9 possible personal services, respondents were directed to select no more than 5.

DISCUSSION: VOLUNTEER TUTORS

- Volunteer tutoring does not appear to attract men, as 88% of the study sample are female. The female predominance was anticipated, as in Canada women are more likely to provide volunteer services than men are. Unexpected, however, was to degree the which they predominate. The reasons behind this gender imbalance remain unclear. Is it that men feel hesitant to accept such a nurturing role? Perhaps recruitment strategies should more specifically target males. The female predominance may very well not even be an area of concern though the possibility exists that some learners may feel more comfortable working with a male, rather than a female tutor.

- As pointed out, most volunteer tutors (81%) have been exposed to some degree of post-secondary training, and, of those employed, over one-half (57%) classify their work to be either professional or managerial in nature. In other words, the role appears to attract a number of successful, well-trained individuals, conforming to the general tendency for volunteers to be above average in terms of income and education. Yet the findings raise an issue. Does a perception exist in the general public that one needs to be university educated or professionally successful in order to assist another adult in gaining literacy skills? Does this perception deter potential tutors who, once trained, could very well develop into effective literacy tutors?

- Of the 9% reporting they received no initial training whatsoever, approximately one-half indicate previous teaching or tutoring experience. Nevertheless, the fact remains that a number of volunteer tutors, albeit small, lack both previous tutoring or teaching experience and initial training. Could it be that programs, for either manpower or financial reasons, are unable to provide their volunteers with this training? The impact this has, if any, upon such factors as tutor retention and the effectiveness of tutorial services these individuals provide remains unknown.

- Of note is the finding that fully one-half of the respondents (54%) report they have been matched with their current learner for six months or less. Also noteworthy is the fact that 47% of the respondents indicate they have been volunteer tutors for less than two years. Both findings would seem to point to a fairly high degree of turnover of tutors and further study may, perhaps, discover the reasons behind this development though it is important to keep in mind they are offering their services on a volunteer basis.

- Though 32% of the respondents report complete satisfaction with their initial tutor training, a number are of the opinion their training should have more thoroughly addressed a number of aspects, including learner evaluation and the use of differing instructional methods. Again, to what degree this impacts learner participation and progress, if at all, has yet to be determined.

- Of related interest is the fact that five volunteer tutors, as additional comments, report they feel they should have more thoroughly been introduced to the instruction of E.S.L. learners. How comfortable do volunteer tutors feel dealing with the unique needs of these learners, some of whom may very well be illiterate in their first language? Do they have access to appropriate resources?

- Though one-to-one tutoring is the norm, it is interesting that 9% report the delivery of volunteer instruction in either a small group or class format. The possibility exists that programs are merely reacting to learner preference or learning style. Perhaps learners are brought into small group or class settings in order to be provided with instruction relating to specific areas, such as writing or spelling. It may very well be that small group or class formats are being utilized to deal with the demands placed upon their programs (i.e. a shortage of tutors). But, for whatever reason, this development should be studied in greater detail.

- It should be noted that the efforts volunteer tutors make to provide literacy instruction to adult Albertans are meeting some degree of success. Almost one-third of the respondents (31%) report their learners leave because they have successfully reached the objectives they had set for themselves upon enrolment. What, precisely, is meant by "success"? How is "success" measured? Further, what, exactly, contributes to this success?

  Is it because these tutors provide volunteer services for longer periods of time? Perhaps these successful adult learners are not preoccupied with other concerns, and, therefore, can more easily direct their attention and energy toward attaining their literacy goals.

- Investigation of the reasons behind learner attrition reveals some rather interesting findings. Not only are personal problems cited by a majority of the respondents as reasons for learner drop-out or departure, but it is rather surprising that so many point to a lack of motivation on the part of learners (43%) and learner boredom or disinterest (18%) as reasons for attrition. Unknown is why some adults, who make what can often be a difficult decision to participate in tutor-based programming, eventually lose their enthusiasm. Is it because they find the process of gaining or improving literacy skills more difficult than they imagined it would be? It could be that these adult learners find it difficult to concentrate upon their literacy studies because other personal issues preoccupy them.

- A fear of failure (66%) and the perceived stigma of illiteracy (57%) are most frequently singled out by volunteer tutors as creating difficulties for adult learners. How programs and tutors deal with these sensitive areas remains unclear, as does the extent to which these factors impact the participation rate of adults in available programs.

- A lack of program awareness (40%) and a lack of tutors (22%) are the most frequently cited program-related factors which make participation difficult for adults according to volunteer tutors. How, exactly, word of programs can be spread more effectively remains unknown though it is possible that increased awareness could very well lead to an even more acute lack of tutors. Additional study may also gauge the impact the perceived tutor shortage has upon tutor-based programming province-wide and may also pinpoint strategies through which the shortage can be overcome.

- In respect to resource needs, it would appear that volunteer tutors are not extravagant in their demands. Their needs appear to be relatively basic: workbooks (56%) and books (42%). Is it because learners express a desire for consumable workbooks? Maybe the resources which are accessible are not geared to the interests and needs of adult learners. Perhaps available books are not appropriate to the reading levels of learners. It is also possible that tutor-based programs simply lack enough materials.

- Almost one-third of the volunteer tutors surveyed (32%) indicate their adult learners have no support services made available to them whatsoever. Once again, the impact, if any, this has upon learner participation and progress demands further study. Additional study may also ascertain who assumes services such as counseling and life skills training if the programs are unable to meet such requests. Is it the tutors themselves or the program coordinator? If so, do these individuals feel they have the expertise to provide these services to their adult learners or has a community referral service been established?

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[1] , *Survey of Volunteer Activity* (Ottawa: Canadian Government Publishing Centre, 1988).

[2] Ibid.

10. PROFILE OF LITERACY INSTRUCTORS

10.1 Background Information

In order to gain a better understanding of their backgrounds, literacy instructors were questioned in respect to their age, gender, marital status, and level of education.

As Table 10.1 reveals, more than one-half of the literacy instructors surveyed (57%) are forty years of age or older, while only 8% of the respondents are 29 years of age or younger. The clear majority (68%) are female. Over three-quarters of the respondents (76%) are married.

TABLE 10.1

Age, Gender, and Marital Status

(Literacy Instructors)

AGE	PERCENTAGE[1]
19 or less	0%
20 to 29	8%
30 to 39	35%
40 to 49	43%
50 to 59	13%
60 and over	1%
GENDER	**PERCENTAGE**
Female	68%
Male	32%
MARITAL STATUS	**PERCENTAGE**
Married	76%
Single	14%
Divorced	6%
Common-law	2%
Separated	1%
Widowed	1%

When asked about their educational attainment, virtually all of the literacy instructors responding (99%) indicate they have continued beyond a high school education. Only 8% have not earned an undergraduate degree. Fully one-half (53%) have undergraduate degrees, and a further 39% cite some level of post-graduate training.

10.2 Professional Characteristics

Data was also sought from the sample of literacy instructors relating to their professional development opportunities, tenure, income, benefits and other related factors.

Almost all of the respondents (99%) are given the opportunity to participate in some form of professional development training. Professional development opportunities for literacy instructors appear mostly in the form of workshops (80%), conventions or conferences (79%), and in-service training (68%). Of those surveyed, more than one-half (57%) have memberships in professional organizations, and virtually the same number (56%) report having access to resource centres. Forty-five percent are evaluated in an established, ongoing manner, while 34% are eligible for sabbatical leave. Twenty percent indicate that financial assistance is made available to them for courses offered by other institutions or agencies.

Nearly three-quarters of the literacy instructors responding (74%) are in full-time positions. Twenty-four percent are in part-time positions, and the remaining 2% classify their positions as being "other" (i.e.casual).

The majority of those surveyed (57%) categorize themselves as being contractual instructors, while over one-third (39%) indicate they consider themselves to be in permanent instructional positions. The remaining 4% classify their positions to be "other" (i.e. casual).

Table 10.2 shows that little uniformity exists in terms of the tenure of the literacy instructors surveyed though 40% indicate they have been in their current position for three years or less.

TABLE 10.2

Years in Current Position

(All Literacy Instructors)

TENURE	PERCENTAGE
1 year or less	17%
1 to 3 years	23%
3 to 5 years	19%
5 years or more	41%

Upon closer examination of instructor tenure, statistical analysis points to a highly significant relationship (p=.0001%) between full-time instructor tenure and permanent and contractual status.

As revealed by Table 10.3, only 13% of the permanent full-time instructors have been in their positions for three years or less, compared to 58% of the full-time contractual instructors.

TABLE 10.3

Years in Current Position by Job Classification

TENURE	FULL-TIME PERMANENT	PART-TIME CONTRACT
1 year or less	2%	22%
1 to 3 years	11%	36%
3 to 5 years	16%	24%
5 years or more	71%	18%

Those instructors who classified their positions to be full-time were then asked to provide their yearly salary. Over two-thirds (70%) indicate their yearly salaries exceed $35,000. The salaries of 15% of literacy instructors fall within the $30,000 to $34,999 category. The remaining 15% report they earn less than $30,000 annually.

Those instructors in part-time positions were asked to categorize their hourly wage. Over two-thirds (68%) earn between $15.00 and $29.99 an hour, while 22% report their hourly wage to be in the $30.00 to $44.99 range. Only 8% earn $45.00 or more an hour.

Aside from WCB/UIC and union benefits, as shown by Table 10.4, a statistically significant relationship (p = .0114 or less) exists between position classification (permanent versus contractual) and benefit eligibility. In other words, instructors in full-time contractual positions generally receive benefit packages which are less comprehensive than those made available to instructors in full-time permanent positions.

TABLE 10.4

Benefits of Full-time Permanent Versus Contractual Instructors

BENEFIT	PERCENTAGE OF PERMANENT	PERCENTAGE OF CONTRACTUAL
None	0%	12%
Health care	100%	82%
Long-term disability	95%	56%
Group life insurance	98%	76%
Pension	96%	64%
Vacation leave	91%	44%
Illness leaves	95%	64%
Special leaves (paid holidays)	72%	48%
WCB/UIC	81%	64%
Union	65%	46%

10.3 Adult Learner Participation

Literacy instructors were asked how they believe adult learners are informed of the availability of literacy programs. Also under study were class size, drop-out rate, and perceived reasons for learner attrition. An additional question examined the difficulties instructors perceive adult learners must overcome in order to participate in literacy programs.

According to virtually all of the respondents (93%), word of mouth plays a role in making adults aware of literacy upgrading opportunities though other means also contribute to increasing awareness of available programs (see Table 10.5).

TABLE 10.5

How Adult Learners

Find out About Programs

(Literacy Instructors)

METHOD	PERCENTAGE
Word of mouth	93%
Referral from another program	69%
Social services	67%
Newspapers	49%
Poster, brochures, bookmarks, etc.	49%
Pamphlets	38%
Paid/public service advertising (radio/TV)	26%
Public presentations	19%

When questioned about the average number of adult learners they teach at one time during the current session, one-third of the study sample (33%) report their classes generally include between 7 and 12 learners. Thirty-one percent provide instruction to classes made-up of between 13 and 20 learners. Nearly one-fifth of the respondents (18%) teach more than 20 learners at one time. Nine percent indicate teaching classes consisting of 6 or fewer learners while 8% report an average class size exceeding 30 learners.[2]

Literacy instructors were also asked to provide an approximate percentage figure of the drop-out rate of their adult learners. Sixty-four percent of the respondents indicate that less than one in four of their learners drop-out before program completion. Twenty-seven percent report between one-quarter and one-half of their learners drop-out prior to successfully completing their program of study. Four percent state that more than one-half of their learners drop-out, and 4% do not know the drop-out rate of the learners involved in their programs.

Responding to a question which sought to identify the reasons adult learners either drop-out or leave programs (see Table 10.6), nearly three-quarters of the respondents (73%) are of the opinion that personal problems are a cause for learner attrition.[3] Also noteworthy is the finding that 20% believe learner attrition can be attributed to a lack of success in the program. It should be pointed out, however, that over one-quarter report that the learners who leave simply do so because they completed their objectives (for a complete listing of the findings, see Appendix E, Table E.73).

TABLE 10.6

Reasons for Learner Attrition

(Literacy Instructors)

REASON	PERCENTAGE
Personal problems	73%
Lack of motivation	45%
Time or family commitments	44%
Child care problems	44%
Obtained or changed employment	33%
Personal illness or disability	30%
Completed objectives	26%
End of program year	20%
Lack of success in program	20%
Skills too low	15%
Financial difficulty[4]	15%

It is noteworthy that 15% of the respondents, in additional comments, believe learners discontinue their studies because of financial difficulty.

In response to a question designed to determine what factors literacy instructors perceive make it difficult for adult learners to participate in literacy programs, the majority of the respondents single out personal or psychological factors (see Table 10.7).[5] According to literacy instructors, a lack of program awareness (27%) and the wait period before programs begin (13%) represent the most significant institutionally related difficulties adults must overcome.

TABLE 10.7

Perceived Impediments to Adult Learner Participation (Literacy Instructors)

FACTOR	PERCENTAGE
Fear of failure	60%
Home responsibilities	58%
Insufficient funding	53%
Personal unreadiness	47%
Job responsibilities	30%
The perceived stigma of illiteracy	29%
No child care	27%
Lack of awareness about prgms.	27%
Inability to get funding	23%
No funding for part-time prgms.	19%

Less than 10% of the study sample perceive the remaining institutionally related factors such as the location and scheduling of programming, inappropriate levels, registration procedures, eligibility requirements, regulations of other governmental agencies, and a lack of tutors as negatively impacting adult involvement (for a more detailed presentation of the findings, see Appendix E, Table E.74).

10.4 Instructional Methods/Resources

An additional purpose of the study was to examine the teaching methods and perceived resource needs of literacy instructors.

It is evident, based upon the information provided by the study sample, that a combination of teaching methods are being employed by literacy instructors. The vast majority (87%) provide instruction in a class format. Three-quarters (75%) report a more individualized approach, pointing to one-to-one instruction as one of the methods implemented in their programs. Nearly two-thirds of the sample (65%) indicate the use of small group instruction (fewer than 6 learners), and 63% report employing self-paced learning. Nearly one-half (49%) make use of computer-assisted instruction.[6]

As shown in Table 10.8, literacy instructors voice a need for a number of instructional resources though the majority (54%) cite a lack of books, and almost as many (45%) report a need for computer programs (i.e. software).

TABLE 10.8

Perceived Resource Needs

(Literacy Instructors)

RESOURCE	PERCENTAGE
Books	54%
Computer programs	45%
Videotapes	43%
Testing materials	43%
Instructor-created resources	43%
Workbooks	40%
Library resources	40%
Programmed learning packages	35%
Newspapers, periodicals	31%
Hardware/equipment	31%

10.5 Support Services

The study also asked literacy instructors to indicate the types of support services currently available to their adult learners. Two additional questions sought to determine the types of personal services and instructional resources literacy instructors, in their experience, find adult learners request most often.

Almost all of the literacy instructors surveyed (97%) report that their learners have some type of support service made available to them. A significant majority of the respondents (81%) indicate the availability of career counseling (see Table 10.9). Of interest is the limited availability of both child care services (32%) and special needs assistance (26%).

TABLE 10.9

Support Services Available to

Adult Learners

(Literacy Instructors)

SERVICE	PERCENTAGE
Career counseling	81%
Financial assistance	78%
Personal counseling	75%
Life skills	56%
Computer labs	56%
Crisis counseling	41%
Child care service	32%
Special needs assistance	26%
Transportation allowances	15%

When presented with a question designed to determine the types of personal services adult learners inquire about most frequently (see Table 10.10), the vast majority of the respondents (88%) point to financial assistance.[7]

TABLE 10.10

Personal Services Requested Most Often by Adult Learners (Literacy Instructors)

PERSONAL SERVICE	PERCENTAGE
Financial assistance	88%
Child care	48%
Personal counseling	48%
Career counseling	45%
Crisis counseling	16%
Life skills	16%
Special needs assistance	15%
Residences/student housing	13%
Transportation allowances	13%

In terms of the instructional resources, over two-thirds of the literacy instructors surveyed (67%) report frequent requests from adult learners for tutorial services, followed in descending order by inquiries for Learning Assistance Centres (44%), libraries (34%), computer labs (27%), and resource centres (22%).

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[1] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, percentage totals, in some cases, will not equal 100%.

[2] The findings pertaining to class size should be approached with caution. They are, in all likelihood, skewed because of the inclusion in the sample of individuals teaching either high school English or college preparation programming. Generally, in the case of ABE programs, efforts are made to limit class size whenever possible in order to better meet the individual needs of the learners enrolled. For high school English and college preparation instruction, however, concern over class size diminishes somewhat, as the need for more individualized attention at these levels is typically less acute than at an ABE level.

[3] From a list of 20 possible reasons, respondents were directed to select no more than 5.

[4] Not a response category in the questionnaire; percentage derived from handwritten responses to an open-ended "other" response category.

[5] From a list of 30 possible factors, respondents were directed to select no more than 5.

[6] Once again, these findings should be approached with some degree of caution as they may, very well, be skewed because of the inclusion of high school and college preparation instructors as part of the study.

[7] From a list of 9 possible personal services, respondents were directed to select no more than 3.

DISCUSSION: LITERACY INSTRUCTORS

- Why only 8% of the literacy instructors surveyed are younger than 29 years of age remains unclear. Could it be that adult literacy, or adult education in general, is not perceived as an attractive alternative to young graduates? If so, why? It may very well be that administrators prefer more experienced individuals for the position. It is possible that, because most new positions are contractual and bring with them a less than competitive benefit package, young graduates are drawn to the regular school system. But, for whatever reason, it appears "young blood" is not being pumped into the ranks of literacy instructors province-wide. The long term ramifications of such a trend remain to be seen.

- One of the more tangible means through which professional instructors can hone their skills is by being made aware of their instructional strengths and weaknesses. Yet, only 45% of the respondents report they are evaluated in an established, ongoing manner. What effect, if any, this has on the quality of instruction being made available to adults, along with instructor morale, is unknown. It also remains to be determined what types of evaluation, specifically, are being utilized to provide instructors with feedback. Are classroom observations being implemented? Are adult learners given the opportunity, as they are in many colleges or universities, to evaluate their instructors?

- There appears to be a clear trend toward the use of contractual instructors by institutions. Clearly, as learner numbers tend to fluctuate, the use of contractual instructors is to be expected. It allows institutions to more easily adjust their staffing complement to either a rise or fall in enrolment. Unexpected, however, was the extent to which institutions rely upon contractual staff (59% of the respondents report being in contractual positions). This development appears to result in a fairly high degree of staff turnover as well over one-half (58%) of full-time contractual instructors have been in their positions for 3 years or less. Whether, if at all, this affects the quality of instruction being provided and the stability of programs remains unknown.

- The drop-out rate of adult learners in institutionally based programs deserves mention. Thirty-one percent of the literacy instructors surveyed report they lose in excess of one in every four learners prior to program completion. As the sample included instructors employed in literacy programs from the 0 to 12 grade equivalency levels, it would be of interest to examine the drop-out rates of learners at differing levels (i.e 0-6, 7-9, and 10-12) and the perceived reasons for their attrition.

- Of additional interest is the finding that the most significant institutionally related factors which adults are forced to contend with, according to literacy instructors, are a lack of program awareness (27%) and the wait period before programs begin (13%). Yet, if awareness is heightened, do programs not risk a surge in adult interest to enrol, thereby increasing length of time these adults have to wait before beginning their studies?

- It is noteworthy that the issue of financial difficulty crops up on three separate occasions in the study. Over one-half of the instructors surveyed believe it makes program participation difficult for adults, and 88% of the respondents cite frequent learner requests relating to financial assistance, by far the most regular requests made. Of particular interest is the fact that 21 respondents (15% of the total) made the effort to point out, in additional comments, that they believe financial difficulty is one of the main factors behind learner attrition, all of this despite the fact that 78% of the respondents report the availability of financial assistance for their learners. The possibility exists, therefore, that the level of financial assistance is inadequate to meet the day-to-day needs of adult learners enroled in available programs. Inadequate funding may also explain why 33% of the instructors surveyed blame attrition on the fact that learners either obtain or change employment. The entire area of learner funding should be studied in greater detail.

- Almost one-half of the respondents believe a lack of motivation on the part of adults negatively affects participation. Why it would appear that adults who make the effort to enroll in programs lose interest during their course of study remains to be answered. Could it be they become frustrated or disillusioned by the pace of their progress or by the method of program delivery? Perhaps they are distracted by other concerns in their lives (i.e. finances or family commitments).
- Also of note is the finding that fully one-fifth of the respondents (20%) attribute learner attrition to the fact that adults meet no success in their programs. Are programs inappropriate? Again, are the learners preoccupied with other concerns?
- Fifteen percent of the respondents single out "skills too low" as one of the reasons for learner attrition. Are current skill diagnosis and learner placement techniques flawed? Does this suggest a need for more individualized help?
- Unexpected was the finding that over one-half of the instructors (54%) report they are experiencing a shortage of books. One would think that such a basic learning resource would not be lacking in institutionally based programs. Could it be that the books they have are not geared to their adult learners? Perhaps the books lack variety or are dated.
- It would appear that learners express a relatively high level of interest in the availability of individualized instruction, as the most frequently cited instructional services requested by adult learners are tutorial services (67%) and Learning Assistance Centres (44%). The reasons behind this development should be studied in greater detail. Is it that learners are experiencing difficulty? Could it be that they desire to progress at a faster rate? Maybe they feel more comfortable in a one-to-one situation. Perhaps these learners have unique learning styles which cannot be adequately met in a class or small group format.

11. PROFILE OF TUTORED LEARNERS

11.1 Background Information

The first purpose of the study was to capture data which would provide a better understanding of the background of tutored adult learners. Under investigation were learner age, gender, and marital status, along with educationally related data such as previous schooling, length of time out of the regular school system, and past involvement in adult education. Also under examination were the learner's first language, place of residence, employment status, and a number of related factors.

As Table 11.1 reveals, of the tutored learners who responded, the majority are between 20 and 39 years of age. Their average age is 37 years old. Just slightly over one-half (53%) are male. Fifty-four percent are married.

TABLE 11.1

Age, Gender, and Marital Status

(Tutored Learners)

AGE	PERCENTAGE
19 or less	2%
20 to 29	33%
30 to 39	27%
40 to 49	21%
50 to 59	11%
60 and over	5%
GENDER	**PERCENTAGE**
Male	53%
Female	47%
MARITAL STATUS	**PERCENTAGE**
Married	54%
Single	28%
Divorced	7%
Common-law	6%
Widowed	3%
Separated	2%

Those who classified themselves to be either married or living common-law were then asked for the last grade level their partners completed (see Table 11.2). Of interest is the finding that 39% report that their partners have been exposed to a grade 12 education or higher. As additional comments, four respondents report their partners were educated outside of Canada.

TABLE 11.2

Educational Attainment of Spouses/Partners

(Tutored Learners)

LAST GRADE COMPLETED	PERCENTAGE
No school	2%
Special education (1-12)	5%
Less than grade 4	2%
Grade 5 to 9	24%
Grade 10 to 11	20%
Grade 12 - No diploma	8%
High school diploma	20%
Post-secondary[2]	11%
Unknown	3%
Other	3%

When asked how long they have been out of the regular school system, almost two-thirds of the learners surveyed (64%) report an absence of 11 years or more (see Table 11.3). Also of note is the finding that 4% report no schooling whatsoever.

TABLE 11.3

Years Out of Regular School System

(Tutored Learners)

YEARS OUT	PERCENTAGE
Still in school	2%
Didn't go to school	4%
Less than 1 year	2%
1 to 3 years	3%
4 to 7 years	8%
8 to 10 years	16%
11 to 20 years	28%
21 years or more	36%

In response to a question which sought to ascertain their educational attainment in the regular school system, it is of note that almost one-fifth of the respondents (18%) indicate varying degrees of secondary schooling (see Table 11.4). Six learners, as additional comments, note they received no schooling whatsoever. One learner reports the completion of a college tourism program.

TABLE 11.4

Educational Attainment (Tutored Learners)

LAST GRADE COMPLETED	PERCENTAGE
Did not go to school in Canada	21%
Special education (1-12)	8%
Less than grade 4	12%
Grade 5 to 9	34%
Grade 10 to 11	12%
Grade 12 - No diploma	2%
High school diploma	4%
Unknown	2%
Other	4%

As shown by Table 11.5, when asked for the main reason they stopped their regular schooling when they did, the most frequently cited reasons, aside from completion of objectives, are either program-related or personal in nature. Marriage, peer pressure, and finances are also cited by learners, in additional comments, as reasons behind the termination of their studies.

TABLE 11.5

Main Reason for Stopping School

(Tutored Learners)

REASON	PERCENTAGE
Needed more individualized help	20%
Lack of interest, boredom	19%
Skills too low	13%
Lack of success in program	12%
Completed objectives	11%
Time or family commitments	10%

The responses to a question which asked learners whether they had previously involved themselves in upgrading classes indicate that just over one-half (51%) are newly enrolled in adult education. Nearly one-quarter (23%), however, report past involvement in ABE programs, and 15% report a previous match with a tutor. Nine percent indicate prior participation in an E.S.L. program.

Those who indicated previous participation in upgrading classes were then asked for the main reason they stopped attending. Generally, the most frequently cited reasons, once again, are program-related or personal in nature (see Table 11.6). It should be mentioned that four learners, in additional comments, note they stopped their studies because their tutors were no longer able to meet with them, and another three point to financial difficulty as the reason why they were unable to continue their studies.

TABLE 11.6

Main Reason for Stopping Upgrading Class

(Tutored Learners)

REASON	PERCENTAGE
End of program year	25%
Needed more individualized help	13%
Obtained or changed employment	11%
Moved away	9%
Program not appropriate or did not meet needs	8%
Time or family commitments	7%
Skills too low	7%
Personal problems	7%
Completed objectives	7%
Personal illness or disability	5%

The majority of the tutored learners surveyed (57%) report they had no other form of adult schooling or training prior to their involvement with a volunteer tutor. Of those who did, 24% cite participation in vocational or apprenticeship training. Twelve percent indicate enrolment in adult non-credit courses. Of interest is the fact that 10% report some type of post-secondary (college, technical, or university) training.

Child care was examined in a question which asked learners who looks after their children during their tutorial sessions. It would appear that child care does not present a problem for a majority of the study sample. One-half (50%) classify themselves as childless, and an additional 9% have either adult-aged children or children who no longer live with them. The same amount (9%) report their children are in school during their sessions with their tutors. However, 24% rely upon family members to care for their children during tutorial sessions, while 10% utilize either baby-sitters or daycares to care for their children. The need for child care appears to be mitigated to a degree by the fact that three respondents, as additional comments, indicate that their tutorial sessions take place in their own homes.

As Table 11.7 reveals, virtually one-half of the learners surveyed (49%) cite English as their mother tongue. The "other" category includes a number of linguistic backgrounds, including Arabic, Laotian, Spanish, and Vietnamese.

TABLE 11.7

Language Spoken as a Child

(Tutored Learners)

MOTHER TONGUE	PERCENTAGE
English	49%
Other	16%
Aboriginal	10%
German	8%
French	8%
Chinese[3]	7%
Italian	2%

Forty-nine percent of the respondents drive their own car to their tutoring session, while 10% report the use of public transit. Seven percent rely upon family members or friends for transportation. Four percent usually travel to their sessions by either school bus or other program-provided transportation. Eleven percent are not confronted with any need for transportation, as they report their tutor comes to their residences to conduct the sessions, a flexibility obviously not available in classroom-based programs.

Over one-half (56%), when asked how far they live from their tutors, report a distance of 5 kilometers or less, and 28% live between 6 and 20 kilometers from their tutors. Fourteen percent indicate distances in excess of 21 kilometers.

No apparent uniformity exists among tutored learners in terms of their place of residence. Over one-third (38%) report they reside in urban centres with over 10,000 inhabitants, while essentially the same amount (37%) live in smaller centres with populations in excess of 1,000. Twenty percent indicate they reside in either rural or agricultural sectors.

When questioned in respect to their employment status, a number of tutored learners provided a combination of responses (see Table 11.8). Over one-half (51%) are employed on either a full or part-time basis, while only 17% are unemployed. It is noteworthy that 10% classify themselves as being full-time students.

TABLE 11.8

Employment Status (Tutored Learners)

EMPLOYMENT STATUS	PERCENTAGE
Part-time student	88%
Employed full-time	37%
Unemployed/seeking employment	17%
Homemaker	16%
Employed part-time	14%
Retired	6%
Casual labour	5%
Disabled	3%

Those learners who indicated they were employed were asked to categorize their occupation. Just under one-half (44%) report they work in unskilled positions, and 25% indicate they are employed in technical or trade fields. Sixteen percent classify their work to be in sales or service areas, while 12% are self-employed. Three percent are in managerial or professional occupations. Only 1% report working in clerical positions.

Those not working were asked to state the means by which they support themselves financially. Some tutored learners support themselves through a number of means.

Twenty-eight percent report receiving social assistance, and the same amount (28%) indicate reliance upon family financial support. Sixteen percent support themselves through AVT (Alberta Vocational Training) allowance, while 10% are self-supporting, drawing whatever finances they need from their savings. The same number (10%) report they rely upon their pensions, while 7% indicate reliance upon unemployment insurance. Four percent or less support themselves through funds provided from either Indian and Northern Affairs, Workers' Compensation, grants, or Canada Employment and Immigration (CEIC).

11.2 Program Information

Learners were also asked to provide data in respect to how they became aware of their program, the reasons behind their enrolment, and the difficulties they encountered getting into the program as well as other related data.

As Table 11.9 shows, word of mouth is clearly the most frequent manner in which the learners surveyed were made aware of tutor-based programs.

TABLE 11.9

How They Found out About Programs

(Tutored Learners)

METHOD	PERCENTAGE
Word of mouth	48%
Newspapers	14%
Self-initiated	10%
Referral from another counselor	10%
Poster, brochures, bookmarks, etc.	9%
Referral from another program	8%
Paid/public service advertising (radio/TV)	8%
Social services	4%

Eighty percent of the respondents do not pay tuition fees to participate in volunteer-based programs. Nineteen percent, however, report the payment of some form of fee.

Over three-quarters of the respondents (76%), when asked for the main reason they decided to participate in their program, report they involved themselves for reasons other than a specific academic goal.

Those who indicated they became involved in tutor-based programs for the purpose of general self-improvement were asked to provide their specific personal goal(s). Many have a number of goals though 59% report they want to improve their English skills. Over one-half (55%) attend to upgrade their basic skills, and 44% pursue their studies in order to either find a job or secure a better job. Over one-third (35%) attend for the purpose of gaining independence. Also of note is the finding that 24% participate because they want to share the skills they learn with their families.

Those who reported they attend for academically related purposes were asked for their educational goal(s). Just under one-third (31%) cite GED completion as a goal (see Table 11.10).

TABLE 11.10

Academic Goals of Tutored Learners

GOAL	PERCENTAGE
Grade 10	19%
GED (General Education Dev.)	31%
High school diploma	28%
Senior matriculation	5%
Entrance to tech. or voc. school	27%
Entrance to college or university	15%

The majority of tutored learners (59%), when questioned in respect to the type(s) of difficulty they encountered getting into their program, indicate they experienced none whatsoever.

Of those who did, however, over one-quarter (26%) report they had to overcome a fear of failure (see Table 11.11). The most frequently cited program-related difficulties are a lack of awareness about programs (24%) and having to wait for programs to begin (20%). Only one respondent reports that program enrolment was difficult for her because of a lack of child care (for a complete summary of the findings, see Appendix E, Table E.103). As an additional comment, one learner cites, "No materials for E.S.L. in our Adult Basic Education area" as a difficulty, while another notes it was difficult to get into the program because of "[My] inability to understand posters (couldn't read well)".

TABLE 11.11

Difficulties Encountered Getting into Program

(Tutored Learners)

DIFFICULTY	PERCENTAGE
Fear of failure	26%
Lack of awareness about prgms.	24%
Not enough time	22%
Home responsibilities	20%
Having to wait to begin prgm.	20%
Job responsibilities	18%
Personal unreadiness	15%
Times of tutorial sessions	10%
The perceived stigma of illiteracy	10%

Responding to a question which asked how long they had to wait to get into their program, 40% of tutored learners report they encountered no wait at all. One-third (33%), however, cite a wait period of less than a month, while 15% indicate waiting between 1 and 3 months before commencing their studies. Ten percent report a wait period of 4 months or more. One percent of the respondents do not know the length of time they waited before getting into their program.

As expected, the vast majority of the tutored learners (81%) report they are taught on a one-to-one basis. Of note, however, is the finding that the remainder (19%) indicate they receive instruction in either a small group or class format.

When asked what learning situation they prefer, the clear majority of the study sample (69%) cite one-to-one instruction. Fifteen percent report a preference for small group instruction, and 11% indicate they would prefer being taught in a class situation. Four percent do not know what learning situation they would prefer.

Most tutored learners (60%), responding to a question designed to determine how many hours they spent with their tutors on a weekly basis, indicate they spend 3 hours or less per week with their tutors (see Table 11.12). It should be noted, however, that 13% of the respondents report spending more than ten hours per week working with their tutors.

TABLE 11.12

Weekly Hours Working with Tutor

HOURS PER WEEK	PERCENTAGE
3 hours or less	60%
Between 3-6 hours	22%
Between 7-10 hours	3%
Between 11-15 hours	2%
Between 16-25 hours	10%
26 hours or more	1%
Don't know	1%

Tutored learners were also asked to indicate their ability to handle the homework assigned them. The majority of the respondents (61%) report they are usually able to complete their homework. Over one-third (34%) state they are always able to finish their assigned work, while only 5% indicate they are never able to complete their homework.

The study also wanted to determine how many hours, on average, tutored learners read for pleasure or information per week aside from being tutored. As Table 11.13 shows, it is of interest that almost one-third (32%) report they allocate 4 hours or more per week to read for these purposes.

TABLE 11.13

Weekly Hours Spent Reading for Pleasure or Information

(Tutored Learners)

HOURS PER WEEK	PERCENTAGE
None	9%
1 hour or less	20%
Between 1-3 hours	36%
Between 4-6 hours	17%
Between 7-10 hours	8%
11 hours or more	7%
Don't know	2%

Tutored learners were also questioned in respect to the types of services they would like to have available to them while participating in tutor-based programs.

When asked what type(s) of services they would like to have made available to them while participating in tutor-based programs, 25% voice an interest in getting additional assistance from a tutor (see Table 11.14). Also of interest is the finding that over one-fifth of the respondents (21%) report not knowing what services they would like to have made available to them. One learner notes, as an additional comment, "[I] would like to go to school everyday to learn language faster". Another indicates an interest in "ABE night classes".

TABLE 11.14

Desired Services (Tutored Learners)

DESIRED SERVICE	PERCENTAGE
Extra assistance from a tutor	25%
Referral to training program	21%
Don't know	21%
Referral to job/employer	20%
Counseling	11%
Employer sponsorship	10%
Transportation	7%
Referral to a community agency for assistance	4%
Medical services	4%
Daycare	4%
Other	3%

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[1] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, the percentage totals, in some cases, will not equal 100%

[2] Not a response category in the questionnaire; percentage derived from handwritten responses to an open-ended "other" response category.

[3] Not a response category in the questionnaire; percentage derived from handwritten responses to an open-ended "other" response category.

DISCUSSION: TUTORED LEARNERS

- Approximately two-thirds of the tutored learners responding report they have been out of the regular school system for 11 years or more. To be sure, some may have involved themselves in other training activities, but keep in mind that 51% report themselves to be newly enroled in adult education. Why it has taken so long for these adults to enrol in tutor-based programs remains to be determined. It may be that the stigma associated with literacy has diminished over the years, thereby making it easier for them to come forward and participate in available programs. Perhaps their jobs now demand higher literacy skills than in the past, or these individuals suffered an injury which has forced them to seek a career alternative. The possibility also exists that these adults simply waited until their children grew up. But, for whatever reason, it remains unclear what impact these prolonged absences have upon learner participation and success.

- It should also be mentioned that a number of the respondents report their experiences in the regular school system were less than positive (20% indicate they stopped attending because they needed more individualized attention, and 19% because of a lack of interest or boredom). Clearly, negative experiences, whether they be educational, occupational or personal in nature, echo throughout our lives, that is, "I couldn't learn then, so I probably won't be able to now". May this explain why so many took so long to resume their learning? It may also explain why the most frequently cited difficulty learners report they have to overcome to get into programs is a fear of failure.

- As mentioned, virtually one-quarter of the respondents (23%) report previous experience in ABE programs. What, exactly, attracts them to tutor-based programming remains to be determined though it may very well be related to a need for more individualized help (13% of the respondents cite a lack of one-to-one attention as the reason they terminated their previous involvement in upgrading programs). Tutor-based programs may also represent attractive alternatives to adults because of the fact that tutorial sessions can be scheduled around whatever employment and/or home responsibilities they may have (51% of those surveyed are either employed on a full or part-time basis). The possibility also exists that tutor-based programs are the only available literacy upgrading opportunity for adults in a number of communities.

- The data would seem to indicate that, to a limited degree, learners appear to be affected by a change in volunteer tutors. Fifteen percent of the respondents indicate at least one previous match with a tutor. It is unclear as to why these changes take place though three learners report they were matched with their present tutor because their previous tutor was unable to continue meeting with them. Perhaps the change can be explained by the fact that a number of programs only ask for a six month commitment from newly recruited volunteers. It is also unclear what impact this turnover may have on the participation and progress of the learners.

- Of particular interest is the finding that 10% of the learners surveyed classify themselves to be full-time students. Could it be they attend full-time institutional programs and come to volunteer tutors for additional help? Perhaps they simply put so much effort into their literacy studies, aside from their tutorial sessions, that it has evolved into a full-time endeavor.

- Just over one-half (51%) report they spoke a language other than English as a child. Further study should be directed at these "bilingual" learners. For example, has English, since their childhood, evolved to be their predominant language, or do they continue to rely upon their first language? Should these learners remain dependent upon a language other than English in their day-to-day lives, to what degree does this interfere with their ability to develop English literacy skills?

- Of related interest is the finding that over one-fifth of the learners surveyed (21%) report they did not attend school in Canada, and 9% indicate previous involvement in E.S.L. programs. How comfortable tutors feel addressing the rather unique and varying needs of these learners deserves further study. It is also unknown whether programs have resources geared to the needs of E.S.L. learners. It would be particularly interesting to determine how many of these learners are illiterate in their mother tongue.

- Clearly, the most frequent manner in which tutored learners are made aware of available tutor-based programs is through word of mouth. Identifying the individuals who furnished them with the information would be of interest, as would determining how these individuals themselves were first informed of the literacy program in question. Perhaps, given the limited literacy skills of many learners, print material is not accessible to them. In light of the fact that over one-half of the learners surveyed (51%) are either full or part-time employees, perhaps a more aggressive awareness campaign should be directed towards employers, employee associations, and unions.

- The majority of the respondents (59%) indicate they encountered no difficulty getting into their program. Though bias may exist in their responses (i.e. reluctant to share some of their personal or psychological difficulties), it would appear that the less formalized, bureaucratic nature of tutor-based programs makes entry less problematic for learners. It is important to remember that the adults who responded are actual participants in programs. It could very well be that non-participants are confronted by a myriad of difficulties which, combined, make program participation impossible for them.

- The fact that almost one-quarter of the learners surveyed (24%) indicate they had to wait more than one month before beginning their studies is noteworthy and suggests a shortage of tutors though the wait may very well be related to the fact that tutor training sessions typically occur only a few times per year, thereby creating a lag time between learner sign-up for assistance and actual match with a trained tutor. Additional study may determine the impact this has upon participation though 8% cite the wait period as one of the difficulties they had to overcome to participate in their programs. Further investigation may also determine whether regional differences may exist in the length of time learners must wait to begin the studies.

- Though most tutored learners are comfortable with one-to-one instruction, it is of interest that over one-quarter (26%) report a preference for either small group or class instruction. Why this is so remains unclear.

- Noteworthy is the finding that 9% of the respondents openly admit they spend no time whatsoever on recreational reading on a weekly basis, and an additional 56% spend less than three hours per week engaged in the same activity. The reasons for this should be examined. Could it be that, because of work or family commitments, tutored learners simply lack the time. Perhaps, if they are stage one or low level literates, they cannot yet read independently. The possibility exists that learners, especially stage one literacy learners, may not have access to materials appropriate to their interest and skill levels. The impact this may have on their progress also requires closer study.

- The most frequently cited service learners would like to be provided with by programs is additional assistance from a tutor. Could it be they want to spend more time with their tutors, and thereby progress more quickly? Perhaps they have specialized needs their tutors are unable to meet.

12. PROFILE OF INSTITUTIONAL LEARNERS (0 TO 9)

12.1 Background Information

The study's first order of attention was to capture data which would provide for a better understanding of the backgrounds of institutional adult learners enrolled at the ABE or 0 to 9 grade equivalency levels.[1] Under investigation were their age, gender, and marital status. In addition, data was sought regarding their educational attainment, previous participation in adult education, mode of transportation to their place of study, and a number of other related factors.

Nearly one-half of the learners who responded (46%) are between 20 and 29 years of age (see Table 12.1). Of interest is the finding that virtually one-fifth (17%) are 40 years of age or older. The mean (average) learner age is 30 years. Females represent the clear majority at 66%. Forty percent of the respondents are single.

TABLE 12.1

Age, Gender, and Marital Status

(Institutional Learners 0 to 9)

AGE	PERCENTAGE[2]
19 or less	6%
20 to 29	46%
30 to 39	30%
40 to 49	15%
50 and over	2%
GENDER	**PERCENTAGE**
Female	66%
Male	34%
MARITAL STATUS	**PERCENTAGE**
Single	40%
Married	20%
Common-law	15%
Divorced	12%
Separated	11%
Widowed	2%

The learners who reported themselves to either be married or living common law were questioned in regard to their partners' educational attainment. Two findings revealed in Table 12.2 are noteworthy. Five percent report their partners have no schooling, and an additional 29% indicate their partners have an education of grade 9 or less.

TABLE 12.2

Educational Attainment of Spouses/Partners

(Institutional Learners 0 to 9)

LAST GRADE COMPLETED	PERCENTAGE
No school	5%
Special education (1-12)	0%
Less than grade 4	5%
Grade 5 to 9	24%
Grade 10 to 11	19%
Grade 12 - No diploma	19%
High school diploma	24%
Post-secondary[3]	5%
Unknown	0%
Other	0%

As Table 12.3 shows, the majority of the learners responding (54%) report they have been out of the regular school system for 11 years or longer. Only seventeen percent indicate an absence of 3 years or less.

TABLE 12.3

Years Out of Regular School System

(Institutional Learners 0 to 9)

YEARS OUT	PERCENTAGE
Still in school	0%
Didn't go to school	2%
Less than 1 year	3%
1 to 3 years	14%
4 to 7 years	15%
8 to 10 years	12%
11 to 20 years	34%
21 years or more	20%

Well over one-half (57%), when asked what level of schooling they achieved in the regular system, report an educational attainment of grade nine or less (see Table 12.4). Also of interest is the finding that one-quarter (25%) indicate varying levels of secondary education.

TABLE 12.4

Educational Attainment

(Institutional Learners 0 to 9)

LAST GRADE COMPLETED	PERCENTAGE
Did not go to school in Canada	11%
Special education (1-12)	6%
Less than grade 4	2%
Grade 5 to 9	55%
Grade 10 to 11	18%
Grade 12 - No diploma	2%
High school diploma	5%
Don't know	2%

When asked why they stopped their regular schooling when they did, over one-quarter (26%) point to personal problems. Fifteen percent state they terminated their studies because of a lack of interest or boredom, and 11% stopped attending because they either obtained or changed employment. Only 8% discontinued their schooling because they completed their objectives.

Over one-half of the respondents (58%) cite no previous enrolment in adult upgrading programs. Of interest, however, is the fact that virtually one-third (32%) indicate past participation in ABE programs, and 8% report prior E.S.L. study. None of the respondents had been previously matched with a volunteer tutor.

Of those who indicated previous upgrading involvement, 27% stopped attending because of the end of the program year. Twelve percent report they ended their involvement because of personal problems and 8% because of boredom. As additional comments, three learners note financial difficulty as the reason why they stopped participating.

Forty-eight percent of the learners surveyed report they had no other form of adult schooling or training before their present enrolment. However, 28% indicate previous participation in either vocational or apprenticeship training, and 14% report past enrolment in adult non-credit courses. It is noteworthy that 9% cite prior college or technical school training.

Table 12.5 examines the area of child care for institutional learners at the ABE level. Almost one-half (42%) report themselves to be childless. Of those who require child care, the most frequently cited provider is a family member (17%) though some report reliance upon a combination of providers.

TABLE 12.5

Child Care During Study

(Institutional Learners 0 to 9)

PROVIDER	PERCENTAGE
Not applicable, do not have children	42%
Children in school during study	17%
Family member	17%
Daycare	14%
Baby-sitter	9%
Adult child or child who has other living arrangements	3%
Friend	0%

The clear majority of the learners responding (58%) cite English as the language they spoke as a child. Almost one-fifth (17%) report aboriginal languages as their first language. Fourteen percent come from "other" linguistic backgrounds, including Vietnamese and Turkish, and 9% report French as their childhood language.

When asked how they usually travel to their place of study, just under one-third of the learners (31%) report they drive themselves to school in their own car. Twenty-eight percent walk to school, while 20% rely upon public transportation to get them to their place of study. Seventeen percent have family members or friends drive them to school. Only 3% cite school buses as their mode of transportation.

Over one-half (59%) live within 5 kilometers of their place of study. Thirty-two percent report a distance of between 6 and 20 kilometers, while 9% travel in excess of 21 kilometers in order to participate in their literacy program.

Responding to a question which asked their place of residence, fifty-two percent report living in urban centres with populations exceeding 10,000. Thirty-two percent reside in towns populated by 1,000 or more residents, and 9% live in rural or agricultural centres.

Institutional learners at the ABE level were also questioned in regard to their employment status. A number gave a combination of responses. It is of interest that virtually one-quarter (23%) are employed on a full or part-time basis (see Table 12.6).

TABLE 12.6

Employment Status

(Institutional Learners 0 to 9)

STATUS	PERCENTAGE
Full-time student	78%
Part-time student	22%
Employed part-time	15%
Employed full-time	8%
Homemaker	6%
Unemployed/seeking employment	3%
Casual labour	3%
Other	3%
Disabled	2%
Retired	0%

Of the learners employed, nearly one-half (47%) report their work to be in the sales or service field. Eighteen percent work in unskilled positions, while the same number (18%) are employed in clerical positions. Twelve percent are self-employed, and 6% are in technical or trade-related occupations. None classify their employment to fall in the managerial or professional fields.

The learners not employed were asked to cite the source(s) of their financial support. Over one-half (53%) indicate they rely upon AVT allowances, while 20% report they are supported by social services. Seventeen percent draw financial support from their family. Eight percent or less report financial support from either student loans, CEIC, Indian and Northern Affairs, personal savings, WCB, or pensions. None depend upon grants or UIC as sources of support.

12.2 Program Information

Data was also sought from institutional ABE learners relating to such things as the reasons behind their enrolment, the learning situation they prefer, and the types of services they would like to have made available to them in their program. By far, word of mouth (58%) is the most frequent manner the respondents state they were made aware of the availability of ABE programs (see Table 12.7).

TABLE 12.7

How They Found Out About Programs

(Institutional Learners 0 to 9)

METHOD	PERCENTAGE
Word of mouth	58%
Self-initiated	20%
Referral from counselor	17%
Poster, brochures, bookmarks, etc.	11%
Newspapers	5%
Social services	5%

Three percent or less came to learn of their program through either pamphlets or referrals from other programs. None report they became aware of available programs through either advertising on radio or TV, public presentations, or information booths.

Almost three-quarters (71%) do not pay tuition fees in order to participate in their programs. However, 22% pay some form of fee. Three percent had their fee waived, and the same number (3%) do not know whether the payment of tuition is needed in their program.

The main reason institutional ABE learners enroled in their program is for academic or pre-requisite purposes (55%). However, almost the same number (45%) report they participate for the purpose of general self-improvement.

Those motivated for academic purposes were asked to cite their educational goal(s). Some of the respondents gave multiple responses. Almost one-half (46%) want to obtain a high school diploma. Forty-four percent hope someday to gain entrance into college or university. One-third (33%) indicate the desire to study in a technical or vocational school setting. Ten percent cite GED completion as a goal, and 8% wish to complete grade 10. Only three percent report senior matriculation as the goal they set for themselves.

The learners who attend for the purpose of general self-improvement were asked to indicate their specific personal goal(s). Over three-quarters (77%) want to either find a job or obtain a better job through their studies. Exactly one-half (50%) study in order to improve their basic skills, while 35% hope to upgrade their English skills. Twenty-five percent want to gain independence, and 15% hope to share the skills they learn with their families.

When questioned in respect to the types of difficulties they met getting into their program, over one-half (53%) of the respondents indicate they experienced none whatsoever.

Of those reporting they encountered problems getting into their program, the two most frequently cited difficulties, as Table 12.8 shows, are insufficient funding (23%) and the inability to get funding (17%).

TABLE 12.8

Difficulties Encountered Getting into Program

(Institutional Learners 0 to 9)

DIFFICULTY	PERCENTAGE
Insufficient funding	23%
Inability to get funding	17%
Personal unreadiness	10%
Fear of failure	10%
Job responsibilities	10%
Eligibility requirements	10%
Having to wait to begin program	7%
Lack of awareness of programs	7%
Home responsibilities	7%

None of the respondents point to not having enough time, inadequate transportation, class times or levels, strict attendance requirements, fees or material costs, and the inability to transfer between programs as difficulties they were confronted with getting into their programs (for a complete presentation of the findings, see Appendix E, Table E.134).

Just under one-third (31%) report they encountered no wait before beginning their course of study (see Table 12.9). However, virtually one-quarter (24%) were confronted with wait periods exceeding four months.

TABLE 12.9

Wait Encountered Getting into Program

(Institutional Learners 0 to 9)

LENGTH OF WAIT	PERCENTAGE
No wait	31%
1 month or less	23%
Between 1-3 months	20%
Between 4-6 months	12%
Between 7-12 months	6%
1 year or more	6%
Don't know	2%

Exactly one-half or the respondents (50%) are taught in a class format. However, 32% report they receive instruction on a one-to-one basis, while an additional 17% have instruction provided in a small group (fewer than 6 learners) settings. Two percent cite other instructional delivery modes.

When asked what learning situation they prefer, 37% report a preference for class instruction. Twenty-nine percent prefer small group instruction, and almost as many (27%) favor one-to-one instruction. Two percent are unsure as to what learning situation they prefer.

Over one-half (54%) spend 26 hours or more a week attending their programs, and 22% attend between 16 and 25 hours each week.

The remaining 24% spend 15 hours or less per week at their program.

Responding to a question which sought to determine how capable they are of handling the assigned homework, 53% indicate they are usually able to complete it. Just under one-half (45%) report they always complete their assigned homework, while 2% report they are never able to complete their assigned work.

Learners at the ABE level were also asked how many hours, aside from school work, they spend reading for information or pleasure on a weekly basis. It is of note that the majority (51%) report spending in excess of four hours per week reading for recreational or informational purposes (see Table 12.10).

TABLE 12.10

Weekly Hours Spent Reading for Pleasure or Information

(Institutional Learners 0 to 9)

HOURS PER WEEK	PERCENTAGE
None	8%
1 hour or less	12%
Between 1-3 hours	28%
Between 4-6 hours	28%
Between 7-10 hours	17%
11 hours or more	6%
Don't know	2%

Responding to a question which sought to determine the types of service(s) learners would like to have made available to them in their programs, over one-third (34%) report an interest in some type of referral service to a training program (see Table 12.11).

Also of note is the fact that 22% would like to get additional assistance from a tutor. In additional comments, one learner would like to have access to "[a] course on child abuse", while another points to a need for "more involvement between staff and students".

TABLE 12.11

Desired Services

(Institutional Learners 0 to 9)

DESIRED SERVICE	PERCENTAGE
Referral to training program	34%
Extra assistance from a tutor	22%
Referral to job/employer	22%
Daycare	14%
Medical services	12%
Don't know	12%
Counseling	11%
Transportation	11%
Employer sponsorship	9%
Referral to community agency for assistance	6%
Other	6%

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[1] It is important to keep in mind that the institutional learners' sample was limited to those individuals enroled in the province's AVCs, public colleges, and technical institutions (a total of 16 institutions). Further, the institutional learners' sample was split, during data analysis, into two groups: 0 to 9 learners and 10 to 12 learners. The split was made to allow for a more detailed comparison between tutored learners and institutional learners at the 0 to 9 level.

[2] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, percentage totals, in some cases, will not equal 100%.

[3] Not a response category in the questionnaire; percentage derived from handwritten responses to an open-ended "other" response category.

INSTITUTIONAL LEARNERS (0 TO 9) DISCUSSION

- Only 17% of the respondents are 40 years of age or older. Why, exactly, more mature adults are evidently not attracted to institutional ABE programs deserves further study, especially in light of the fact that illiteracy rates tend to increase with age. Could it be that more mature adults feel less of a need for literacy upgrading because they are employed and settled? Perhaps they feel more unsure about their ability to succeed in programs or feel uncomfortable in a setting dominated by younger adults. It may be that older adults, functioning at the ABE level, feel more comfortable working on a one-to-one basis with a volunteer tutor.

- Also worth noting is the fact that two-thirds of the ABE learners surveyed are female. Why males appear not to be drawn to institutional ABE programs remains unknown. Could it be that they are carrying out the traditional "bread winner" roles, and, therefore, do not have the time to involve themselves? Perhaps men feel less comfortable accepting the fact that their literacy skills require upgrading.

- Of the learners either married or living common-law, the majority (67%) have partners who are relatively well-educated (some degree of secondary education or higher). Could it be that the better the spouse or partner is educated, the more likely the other spouse or partner recognizes his or her own literacy needs and, as a result, participates in available programs? Should this be the case, then educationally disadvantaged couples would appear to remain disadvantaged in terms of education.

- As pointed out, over one-half (54%) report they have been out of the regular system in excess of 11 years. It remains to be determined how such prolonged absences impact their success in programs. One would think that the longer the absence, the more difficult it would be to once again resume study. Study should also be directed at the reasons behind their return after such a prolonged period of time. Has the stigma of illiteracy lessened over the years or has the need for literacy upgrading become so evident to learners that it transcends whatever embarrassment the stigma may cause? Perhaps programs are simply marketing themselves more effectively.

- There appears to be some degree of regression in literacy skills among the respondents, given that 7% report completion of a Grade 12 education. Additional study should be directed to the area of literacy skill retention and the factors which may negatively impact it.

- Totally unexpected was the finding that none of the respondents indicate a match with a volunteer tutor prior to their current enrolment. Why this is so should be examined in greater detail. One would think that the personalized, less formal nature of volunteer-based programs would serve as an effective setting to re-introduce adult learners to literacy study.

- Nearly two-thirds of the respondents (62%) are not in need of child care during their study as they have no children or their children are either in school, adult aged, or living elsewhere. Could it be that program participation is more viable to adults without child care needs? Perhaps many non-participants would like to involve themselves in programs, but are impeded by the need for child care.

- The fact that almost one-quarter of the learners surveyed (23%) are either employed on a full or part-time status deserves mention. Does employment detract from their academic progress? Do they feel the need to work in order to augment whatever sponsorship they may be receiving? It should be remembered that the most frequently cited difficulties the learners experienced getting into their programs are related to funding.

- The clear majority of the respondents (58%) indicate they were made aware of the ABE program they find themselves in through word of mouth. Once again, further study should be undertaken to identify not only the individuals who provided these learners with the information, but also how these individuals themselves were first made aware of program availability.

- Referrals from either counselors (17%) and most notably other programs (3%) do not appear to be effective methods by which adults are made aware of available programs. Why this is so remains unclear and deserves further study. It may be that when learners leave one program to enrol in another, they leave without taking advantage of an exit interview during which a number of program alternatives could be outlined to them.
- Over one-half (53%) report they encountered no difficulties whatsoever getting into their institutional literacy program. What remains unknown is whether, once enrolled, difficulties do arise. Two things should also be kept in mind when dealing with this finding. First, the learner surveyed may have been reluctant, during a personal interview, to openly share what could be some very personal issues with the researcher. In addition, it is important to remember that those surveyed are program participants. They may not be forced to overcome as many difficulties as non-participants do.
- Almost one-quarter of the respondents state they waited in excess of four months before they began their literacy studies. What remains to be determined is how many potential learners become non-participants simply because of the prolonged wait period.
- An undercurrent of discontent appears to be present in respect to the types of instructional methods being used in institutional ABE programs. One-half of the respondents (50%) are taught in class formats, yet only 37% report they favor it. The same holds true for one-to-one instruction. Thirty-two percent receive it, but only 27% report to favor it. It is also noteworthy that small group instruction is provided to only 17% of the respondents, yet 26% indicate they prefer it. The entire area of instructional methodology at the ABE level, therefore, deserves further study.
- When asked what services they would like to have available to them in their program, almost one-quarter of the respondents (22%) indicate an interest in getting additional assistance from a tutor. Are they finding their studies to be more difficult than they had imagined? Do they simply want to progress more quickly? Perhaps these learners have special needs such as learning disabilities.

13. PROFILE OF INSTITUTIONAL LEARNERS (10 TO 12)

13.1 Background Information

The study turned its attention first to the backgrounds of institutional adult learners enroled in literacy upgrading programs at the secondary (10 to 12) level.[1] Examined were such factors as age, gender and marital status. Data was also captured relating to previous schooling, length of time out of the regular school system, and past involvement in adult education. Learners were also questioned in respect to their place of residence, employment status, and source of financial support.

Just over one-half of the learners surveyed (54%) are between 20 and 29 years of age (see Table 13.1). None are 50 years of age or older. The mean or average age of the respondents is 27 years. Almost two-thirds (64%) are female. Forty-eight percent of the respondents are single.

TABLE 13.1

Age, Gender, and Marital Status

(Institutional Learners 10-12)

AGE	PERCENTAGE[2]
19 or less	11%
20 to 29	54%
30 to 39	26%
40 to 49	9%
50 and over	0%
GENDER	**PERCENTAGE**
Female	64%
Male	36%
MARITAL STATUS	**PERCENTAGE**
Single	48%
Married	30%
Divorced	9%
Common-law	7%
Separated	6%
Widowed	0%

Those either married or living common law were asked to provide the educational attainment of their partners. Of note is the finding that almost two-thirds (64%) report their partners have achieved either a secondary or post-secondary education (see Table 13.2).

TABLE 13.2

Educational Attainment of Spouses/Partners

(Institutional Learners 10-12)

LAST GRADE COMPLETED	PERCENTAGE
No school	0%
Special education (1-12)	0%
Less than grade 4	0%
Grade 5 to 9	14%
Grade 10 to 11	14%
Grade 12 - No diploma	5%
High school diploma	44%
Post-secondary[2]	20%
Unknown	2%
Other	2%

Responding to a question which asked learners how long they have been out of the regular school system, 40% indicate an absence in excess of 11 years (see Table 13.3).

TABLE 13.3

Years Out of Regular School System

(Institutional Learners 10-12)

YEARS OUT	PERCENTAGE
Still in school	1%
Didn't go to school	0%
Less than 1 year	6%
1 to 3 years	16%
4 to 7 years	21%
8 to 10 years	16%
11 to 20 years	31%
21 years or more	9%

The learners surveyed were also asked to indicate their educational attainment when in the regular school system. The majority (60%) report having achieved at least a grade 10 education (see Table 13.4). However, virtually one-third (30%) indicate the achievement of a grade 9 education or less while in the regular school system.

TABLE 13.4

Educational Attainment

(Institutional Learners 10-12)

LAST GRADE COMPLETED	PERCENTAGE
Did not go to school in Canada	8%
Special education (1-12)	1%
Less than grade 4	1%
Grade 5 to 9	29%
Grade 10 to 11	26%
Grade 12 - No diploma	7%
High school diploma	27%
Other	1%

Completion of objectives is cited by 19% of the learners surveyed as the reason they terminated their schooling when they did. The four other most frequently cited reasons are personal problems (15%), obtained or changed employment (15%), a lack of interest or boredom (12%), and a lack of motivation (12%).

The majority of the respondents (57%) are new participants in adult education. Of note, however, is the finding that 36% report past participation in ABE programs. Only 5% cited previous enrolment in E.S.L. programs. None have worked with a volunteer tutor.

Those who indicated past involvement in adult upgrading programs were then asked to give the reason why they stopped attending. By far, the most frequently cited reason is that they simply completed their objectives (59%). Other reasons include relocation (7%), inappropriate program (6%), a lack of motivation (4%), and time or family commitments (4%).

Nearly one-half (46%) of the learners report no other form of schooling or training prior their current enrolment. Twenty-six percent, however, have taken vocational or apprenticeship training, and 21% cite previous participation in adult non-credit courses. Of interest is the fact that 7% have taken college or technical training, and 3% report previous university enrolment.

As Table 13.5 reveals, in response to a question which examined the area of child care during study, just over one-half of the respondents (51%) are not confronted with the need for child care during study as they report themselves to be childless. Of those who report a need for child care, a number indicate the use of a combination of providers.

TABLE 13.5

Child Care During Study

(Institutional Learners 10-12)

PROVIDER	PERCENTAGE
Not applicable, do not have children	51%
Children in school during study	16%
Family member	14%
Daycare	13%
Baby-sitter	6%
Adult child or child who has other living arrangements	3%
Other	2%
Friend	0%

Over three-quarters of the learners responding (76%) spoke English as a child. Eight percent classify their first language to be "other" (i.e. Persian, Spanish, Vietnamese, or Yugoslavian). Aboriginal languages are cited by 6% of the learners. Chinese (5%) and French (3%) are also reported as first languages.

When asked what form of transportation they usually rely upon to travel to school, 54% report the use of their own car. Nearly one-quarter (24%) depend upon public transit, while 11% indicate they walk to school. Eight percent are driven to school by either friends or family members. Only 2% rely upon school buses, and 1% ride bikes.

In response to a question which asked how far they live from their school, just under one-half (48%) cite a distance of 5 kilometers or less. Thirty-six percent live between 6 and 20 kilometers from their school, and 16% report commuting in excess of 20 kilometers.

The clear majority of the respondents (69%), when asked to provide their place of residence, report living in urban centres with populations exceeding 10,000. One-fifth (20%) indicate they reside in towns with more than 1,000 inhabitants. Ten percent report they live in rural or agricultural settings.

Learners were asked to indicate their employment status. A number gave multiple responses. Of note, however, is the fact that 31% balance either full or part-time employment with their studies (see Table 13.6).

TABLE 13.6

Employment Status

(Institutional Learners 10-12)

STATUS	PERCENTAGE
Full-time student	84%
Employed part-time	24%
Part-time student	16%
Employed full-time	7%
Homemaker	2%
Unemployed/seeking employment	2%
Casual labour	2%
Other	1%
Disabled	1%
Retired	0%

Of those employed, 45% classify their work to fall into the sales or service field. Just over one-quarter (27%) work in unskilled positions. Thirteen percent are in technical or trade-related occupations, and 7% are self-employed. Five percent are employed in the clerical sector, while only 4% classify their work to be either professional or managerial in nature.

Those not employed were asked to provide their source(s) of financial support. Thirty-six percent support themselves through AVT allowances. Exactly one-quarter (25%) draw upon family support, while almost as many (24%) turn to student loans. Fifteen percent report financial support through social services. The same number (15%) support themselves through their savings. Five percent or less report they draw funding from CEIC, Indian and Northern Affairs, UIC, Workers' Compensation, pensions, grants, and job training or experience programs.

13.2 Program Information

Institutional learners at the secondary level were also questioned in respect to, among other things, the manner in which they became aware of their program, their reasons for enrolment, and the difficulties they encountered getting into their program.

Word of mouth (45%), as shown by Table 13.7, is the most frequent means by which the respondents indicate they were informed of their program. Of note is the finding that 33% independently (self-initiated) came to know of the program.

TABLE 13.7

How They Found out About Programs

(Institutional Learners 10-12)

METHOD	PERCENTAGE
Word of mouth	45%
Self-initiated	33%
Referral from counselor	18%
Referral from another program	7%
Poster, brochures, bookmarks, etc.	6%

Four percent or less were made aware of their program through pamphlets, newspapers, public presentations, or social services. Of note is that radio or television advertising was not cited by any of the respondents as the means by which they came to know of available upgrading programs.

The majority of those surveyed (55%) do not pay tuition fees in order to participate in their program. The remainder (45%) report paying some form of tuition fee. None had their fees waived.

When asked for the main reason they enrolled in the program they find themselves in, three-quarters (75%) state their involvement is for academic or pre-requisite purposes. The remaining 25% cite general self-improvement as the motivating force behind their enrolment.

Those who stated they attend for academic reasons were asked to provide their educational goal(s). Some of the respondents gave multiple responses. The clear majority (61%) hope to gain entrance into a college or university. Just over one-quarter (27%) cite entrance into a technical or vocational school as their goal, while 14% plan to obtain a high school diploma. The same number (14%) wish to complete their senior matriculation. Only 4% report GED completion as their goal.

Those citing general self-improvement as the reason for their enrolment were asked to provide their specific personal goals. Once again, a number of learners report a combination of goals. Seventy-six percent hope to either get a job or secure a better job.

Over one-third of the respondents (34%) simply seek to improve their basic skills, while almost as many (31%) indicate their focus is to upgrade their English skills. Twenty-five percent hope to gain independence through their studies, and 20% wish to share the skills they learn with their family.

Institutional learners at the secondary level were also questioned in respect to the types of difficulties they had to overcome in order to gain entrance into their programs. Most (55%) report they experienced no difficulty entering their program. Of those who encountered difficulties, two of the three most frequently cited difficulties relate to funding (see Table 13.8). One learner, as an additional comment, states it was difficult, "sacrificing job for school", while another points to his "learning style (learning disabled)". For a detailed presentation of the findings, see Appendix E, Table E.165

TABLE 13.8

Difficulties Encountered Getting into Program

(Institutional Learners 10-12)

DIFFICULTY	PERCENTAGE
Insufficient funding	24%
Inability to get funding	13%
Eligibility requirements	13%
Times of classes	9%
No child care	8%
Job responsibilities	6%
Having to wait to begin program	6%
Home responsibilities	5%
Lack of awareness of programs	4%

When asked how long they had to wait in order to get into the program, more than one-half (52%) report no wait whatsoever (see Table 13.9). Of note, however, is the finding that 21% encountered wait periods in excess of four months.

TABLE 13.9

Wait Periods Encountered Getting into Program

(Institutional Learners 10-12)

LENGTH OF WAIT	PERCENTAGE
No wait	52%
1 month or less	12%
Between 1-3 months	14%
Between 4-6 months	9%
Between 7 to 12 months	6%
1 year or more	6%
Don't know	2%

It comes as no surprise that 80% of the secondary learners surveyed are taught in a class format. However, 11% report they receive instruction on a one-to-one basis, and an additional 6% cite small group (fewer than 6 learners) instruction. Three percent indicate some other instructional delivery method.

In terms of learning situation preference, almost one-half (48%) report preferring class instruction. Thirty-one percent favor small group instruction, while only 15% prefer one-to-one approaches. Three percent cite a preference for other learning situations, and the same number (3%) do not know what learning situation they prefer.

When asked how many hours they spend at school per week, 45% of the learners responding indicate they spend in excess of 26 hours a week at their programs. Just over one-third (35%) report they spend between 16 and 25 hours each week at school, while only 20% spend 15 hours or less per week at their place of study.

Virtually two-thirds of the learners surveyed (64%), in response to a question intended to ascertain their ability to handle homework assignments, indicate they are usually able to complete it. Thirty-five percent report they are always able to complete assigned work. Only 2% indicate they never complete the homework they are assigned.

Secondary level literacy learners were also asked how many hours per week, apart from school work, they spend reading for information and pleasure. As Table 13.10 reveals, one-half of the respondents (50%) report spending 4 hours or more reading for these purposes on a weekly basis.

TABLE 13.10

Weekly Hours Spent Reading for Pleasure or Information

(Institutional Learners 10-12)

HOURS PER WEEK	PERCENTAGE
None	15%
1 hour or less	10%
Between 1-3 hours	24%
Between 4-6 hours	20%
Between 7-10 hours	16%
11 hours or more	14%
Don't know	1%

Institutional learners were also asked to cite the types of services they would like to have access to while participating in their programs. Over one-quarter (26%) would like some form of referral system established to put them in contact with a potential job or employer (see Table 13.11). It is noteworthy that almost the same number (25%) express a need for extra tutorial assistance. One learner, as an additional comment, would like to see some form of "stress management" training made available, while another would like the development of "simpler registration procedures."

TABLE 13.11

Desired Services

(Institutional Learners 10-12)

DESIRED SERVICE	PERCENTAGE
Referral to training program	26%
Extra assistance from a tutor	25%
Referral to training program	21%
Employer sponsorship	16%
Counseling	12%
Medical services	11%
Don't know	9%
Daycare	8%
Transportation	8%
Referral to community agency for assistance	6%

[1] It is important to keep in mind that the institutional learners' sample was limited to those individuals enroled in the province's AVCs, public colleges, and technical institutions (a total of 16 institutions). Further, the institutional learners' sample was split, during data analysis into two groups: 0 to 9 learners and 10 to 12 learners. The split was made to allow for a more detailed comparison between tutored learners and institutional learners at the 0 to 9 level.

[2] The percentages given, as with all others in this report, have been rounded off to the nearest whole number. As a result, percentage totals, in some cases, will not equal 100%.

[3] Not a response category in the questionnaire; percentage derived from handwritten responses to an open-ended "other" response category.

DISCUSSION: INSTITUTIONAL LEARNERS (10 TO 12)

- Only 9% of the learners surveyed are 40 years of age or older. None, in fact, are older than 50 years of age. Why adults, once they reach the age of forty, do not appear to involve themselves in upgrading opportunities at the secondary level remains unknown. Could it be that, because of the relative youth of the learners enroled (average age 27 years), they believe they would feel out of place? Perhaps they have less confidence in their ability to succeed. The possibility also exists that more mature learners may simply not feel the need to upgrade their skills in a formalized classroom context.
- The fact that virtually two-thirds of the secondary literacy learners (64%) are female should be noted. Why females more readily enrol in programs deserves further study. Are males preoccupied by employment responsibilities? Females, perhaps, more easily accept the fact they they require literacy upgrading.
- Nearly one-half (48%) are single. Why adults who are either married or living common-law are less inclined to participate in available programs should be determined. Is it related to child care or partner jealousy of literacy training? One should keep in mind that over one-half (51%) report themselves to be childless.
- Over one-quarter of the respondents (27%) report the achievement of a high school diploma. The reasons for their resumption of study remains to be determined. Perhaps their skills have regressed or they simply never attained a level of proficiency needed for the goals they wish to attain. Maybe they either want to raise their averages or complete their senior matriculation in order to gain entrance into post-secondary institutions. (Note that 61% of those learners who indicate they attend for academic goals report they hope to go on to either college or university.)
- The fact that 36% indicate previous enrolment in ABE programs deserves mention. It would be of interest to determine at what level these learners commenced their studies and how long it took them to reach their current level.
- Only 10% of the respondents live in either rural or agricultural settings. Why are programs failing to attract individuals from these settings? Is it because of distance? Are learners forced to relocate in order to participate in available programs?
- Virtually one-third (31%) are employed on a full or part-time basis. Perhaps these learners failed to qualify for financial support or they work in order to supplement whatever funding they receive? (Keep in mind that the most frequently cited difficulties learners encounter getting into programs are funding related.) To what degree does their employment affect their studies?
- Over one-half of the respondents (55%) indicate they experienced no difficulty getting into their program. Are only individuals who are more personally and financially stable able to participate? Were the respondents reluctant to share the problems they met? Perhaps entrance into programs was easy, but ongoing participation is more difficult.
- A number of secondary level literacy learners report preferring different types of instructional methodology than those their programs employ. Eighty percent indicate they are taught in a class format, but only 48% favor this approach. In addition, 11% report being taught on a one-to-one basis, though 15% would prefer it. Of particular interest is the area of small group (less than 6 learners) instruction. Few (6%) are taught in a small group setting, yet almost one-third (31%) indicate they would prefer it.
- Exactly one-quarter (25%), when asked what type of instructional service they would like to have made available to them by their program, report an interest in securing extra assistance from a tutor. Could it be they have learning needs or styles that are not being met in a class situation?

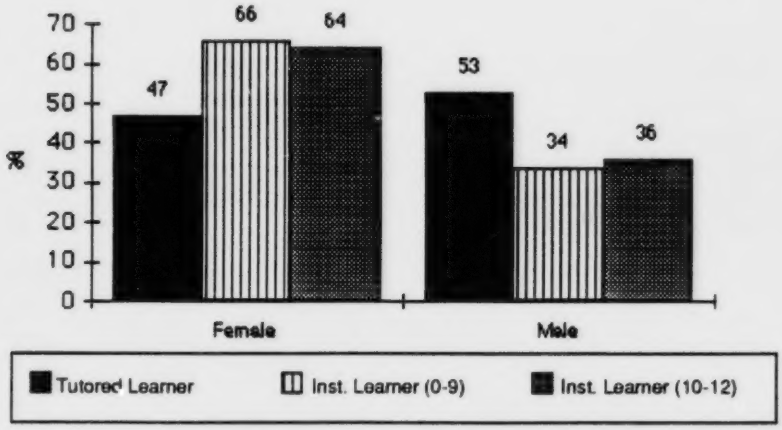
14. COMPARISON OF LEARNER GROUPS

The purpose of this section of the report is to compare the three learner groups examined within the study's profile component. The textual treatment of the comparisons is limited to a cursory discussion of significant similarities and differences apparent among the groups, that is, Tutored Learners, Institutional Learners (0 to 9), and Institutional Learners (10 to 12).

14.1 Gender (See Figure 1)

- Females outnumber males almost two to one in both institutional learner groups.
- Only in the case of the tutored learners do males outnumber females, albeit slightly.

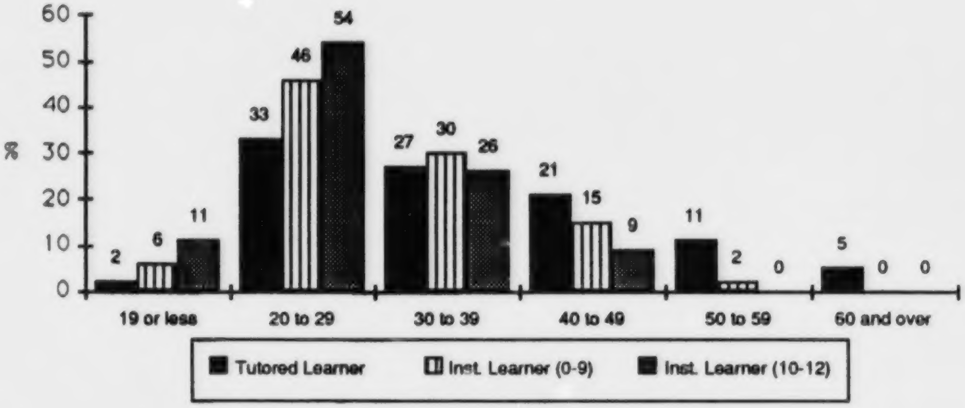
Figure 1:
Gender of Adult Learner



14.2 Age (See Figure 2)

- Most learners in all three groups are younger than 39 years of age.
- The majority of both institutional learner groups are 29 years of age or younger.
- Of the three learner groups, tutored learners are more likely to be 40 years of age or older.

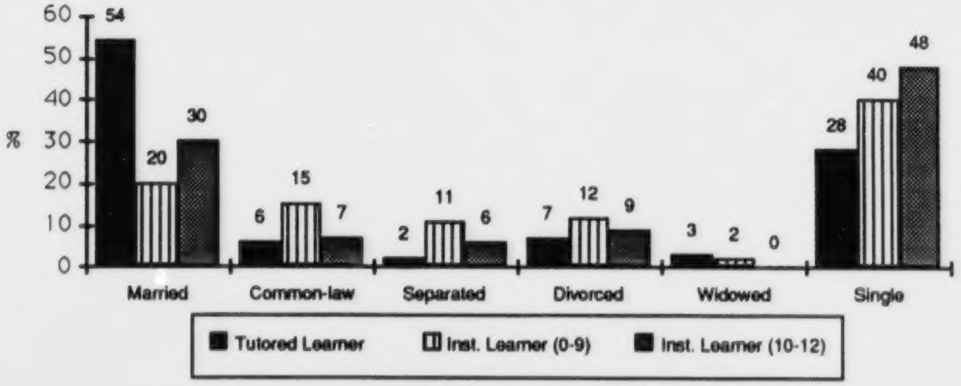
Figure 2:
Age of Adult Learner



14.3 Marital Status (See Figure 3)

- Tutored learners are far more likely to be married than institutional learners.
- Learners in institutional programs are more inclined to be single.

Figure 3:
Marital Status of Adult Learner



14.4 Educational Attainment of Spouses/Partners (See Figure 4)

- Tutored learners and institutional learners at the 0 to 9 level are more likely to be in a relationship with partners who have achieved a grade 9 education or less than institutional learners at the 10 to 12 level.
- Institutional learners at the 10 to 12 level exhibit a greater likelihood of being in a relationship with partners who have attained a grade 12 education or higher.

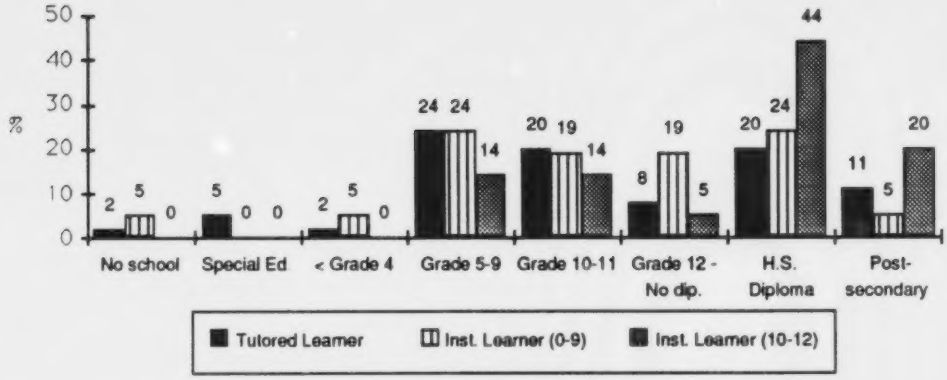
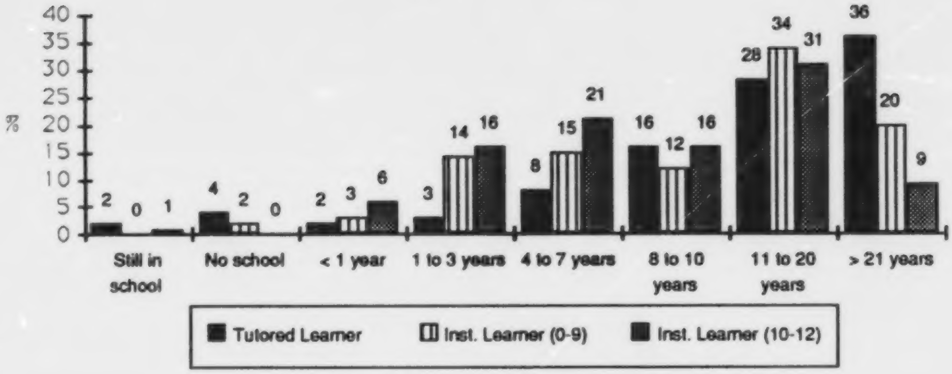


Figure 4:
Educational Attainment of Spouses/Partners

14.5 Years Out of Regular Public School System (See Figure 5)

- The majority of the learners in all three groups report an absence from the regular school system in excess of 8 years.
- Of the three learner groups, tutored learners and institutional learners at the 0 to 9 level tend to have been out of the regular school system for longer periods of times (i.e. 11 years or more).

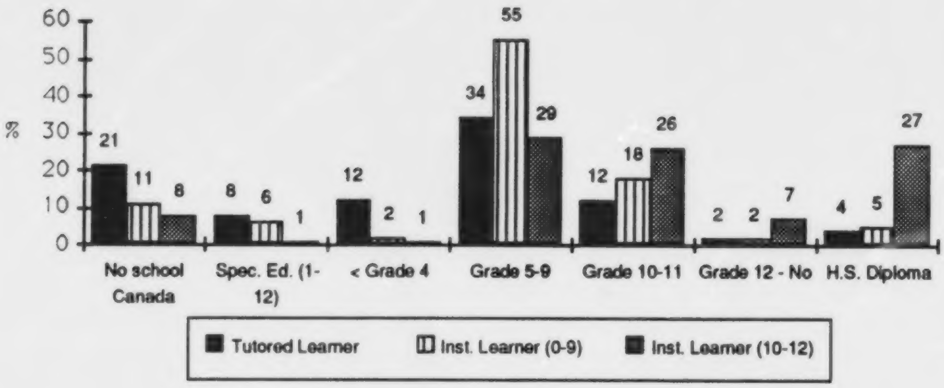
Figure 5:
Years Out of Regular School System



14.6 Last Grade Completed (See Figure 6)

- Institutional learners at the 10 to 12 level are far more likely to have completed some level of high school education in the regular school system than tutored learners or institutional learners at the 0 to 9 level.
- Of the three learner groups, institutional learners at the 0 to 9 level are the most likely to have achieved a grade 5 to 9 education in the regular school system.
- Tutored learners and institutional learners at the 0 to 9 level exhibit a greater tendency to have participated in special education programming than institutional learners at the 10 to 12 level do.
- Tutored learners are more likely to have had schooling outside of Canada or less than a grade 4 education.

Figure 6:
Last Grade Completed



14.7 Four Most Frequently Cited Reasons for Stopping Regular Schooling (See Figures 7A-C)

- A lack of interest or boredom is cited as a reason for drop-out from the regular school system by all three learner groups.
- Institutional learners at both the 0 to 9 and 10 to 12 levels are more likely to have dropped-out because they either completed their objectives, obtained or changed employment, or experienced personal problems.
- Tutored learners are more inclined to have dropped-out because of reasons more directly attributable to their experiences within the regular school system (i.e. a lack of individualized attention, their low skill levels, or a lack of success in the program).

Figure 7A:
Tutored Learner
Main Reasons for Stopping Regular Schooling

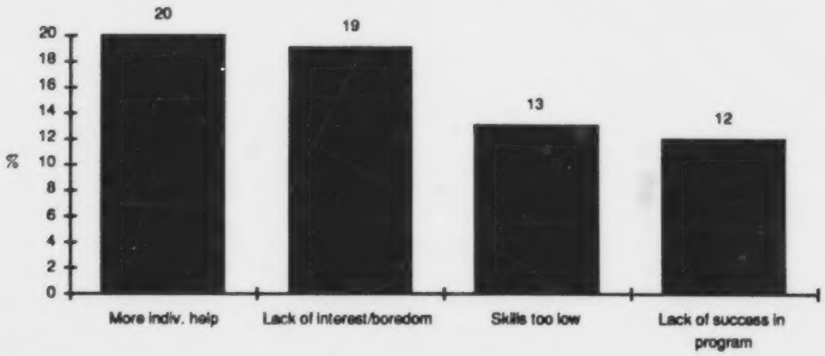


Figure 7B:
Institutional Learner (0-9)
Main Reasons for Stopping Regular Schooling

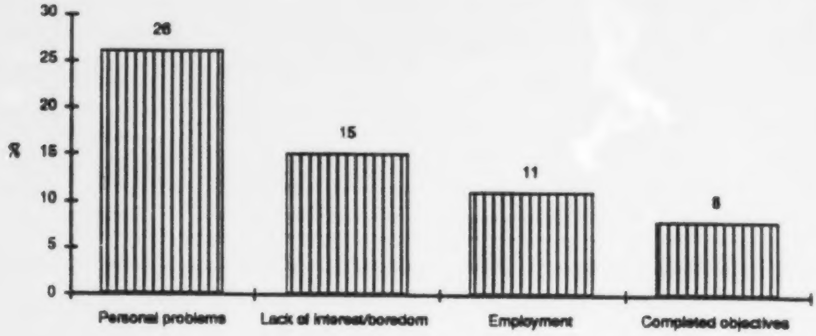
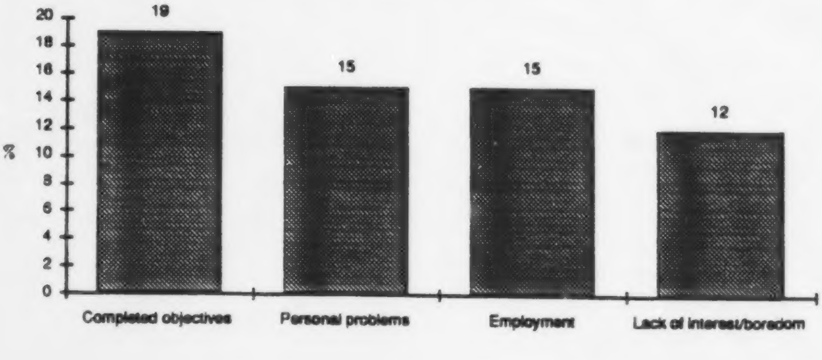


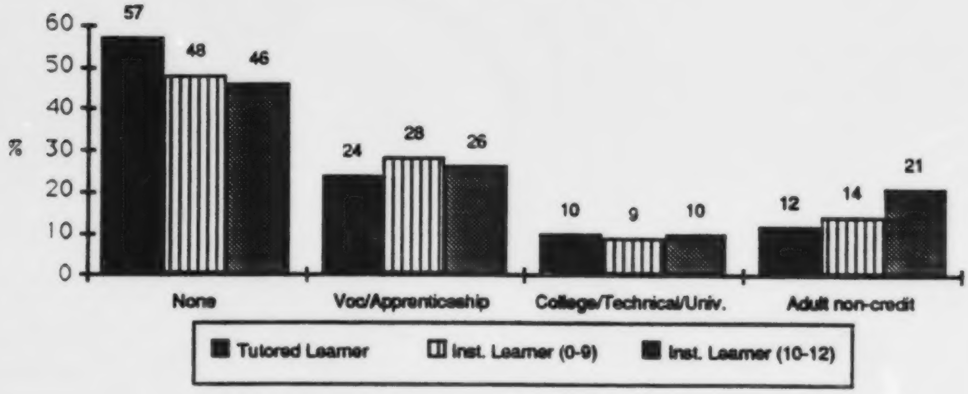
Figure 7C:
Institutional Learner (10-12)
Main Reasons for Stopping Regular Schooling



14.8 Other Kinds of Schooling or Training During Adulthood (See Figure 8)

- Though a remarkable degree of uniformity exists among the three learner groups in terms of other adult schooling or training prior to their current enrolment, tutored learners are more likely not to have had any previous schooling or training during adulthood.
- Institutional learners at the 10 to 12 level show a greater tendency to have participated in adult non-credit programs than the other two learner groups.

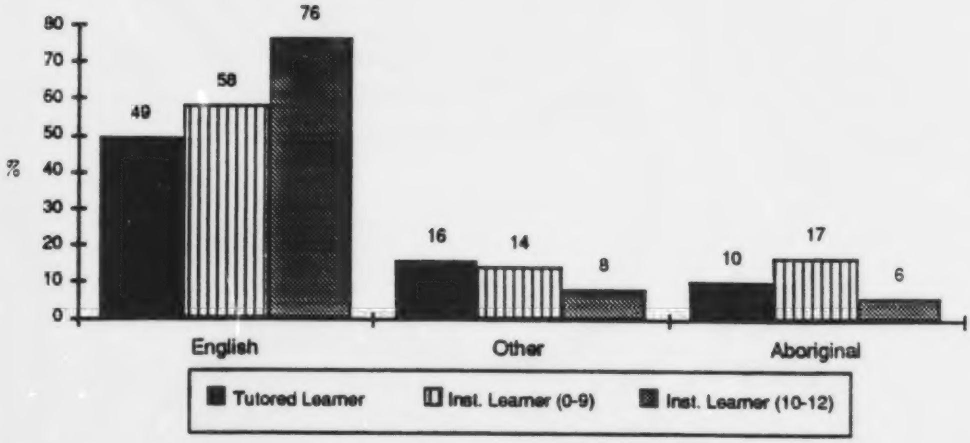
Figure 8:
Kinds of Other Schooling or Training



14.9 Language Spoken as a Child (See Figure 9)

- Of the three learner groups, institutional learners at the 10 to 12 level are far more likely to have spoken English as a child.
- Tutored learners and institutional learners at the 0 to 9 level exhibit a greater tendency to have spoken aboriginal languages as a child.
- Among the three learner groups, tutored learners are most likely to have spoken a childhood language other than English *

Figure 9:
Language Spoken as Child



* "Other" includes such linguistic backgrounds as Spanish, Vietnamese, Turkish, and Lebanese. The category excludes French, Ukrainian, German, Italian, and Chinese.

14.10 Location of Residence (See Figure 10)

- Tutored learners are far more likely to live in rural or town settings than both institutional learner groups.*
- In terms of institutional learners, those at the 10 to 12 level exhibit a greater likelihood to live in urban settings than those at the 0 to 9 level.

*"Rural /agricultural" is defined as centres with less than 1,000 inhabitants."Town" is a centre having between 1,000 to 9,999 inhabitants. "Urban city" is a centre with 10,000 or more inhabitants.

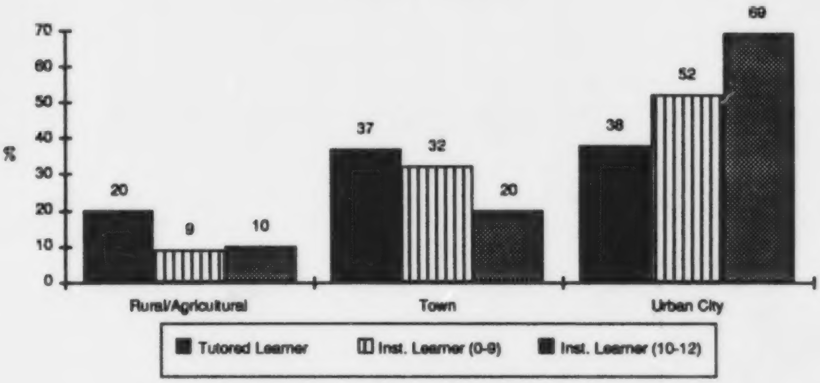
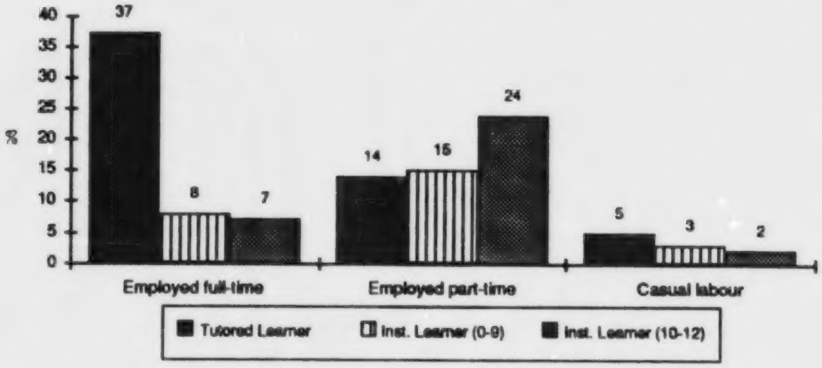


Figure 10:
Location of Residence

14.11 Employment Status (See Figure 11)

- Tutored learners are also more likely to be employed full-time.
- Both institutional learner groups exhibit a greater tendency to be employed on a part-time basis.

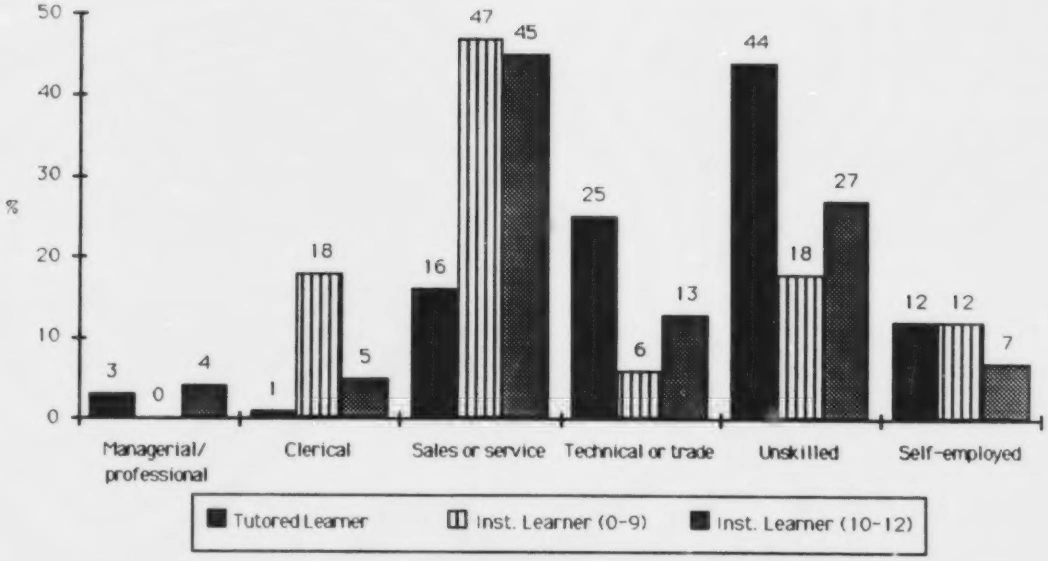
Figure 11:
Employment Status



14.12 Type of Employment (See Figure 12)

- Of the three learner groups, tutored learners are more likely to be employed in unskilled or technical/trade positions.
- Both institutional learner groups are far more inclined to be employed in the clerical or sales/ service fields than tutored learners.

Figure 12:
Type of Employment



14.13 Three Most Frequently Cited Sources of Financial Support (See Figures 13A-C)

- Unemployed learners in all three groups report reliance upon AVT allowances and family support.
- Tutored learners and institutional learners at the 0 to 9 level exhibit a greater tendency to rely upon social assistance for financial support.
- Institutional learners at the 10 to 12 level are far more inclined to turn to student loans as a source of financial support.

Figure 13A:
Tutored Learner
Type of Financial Support

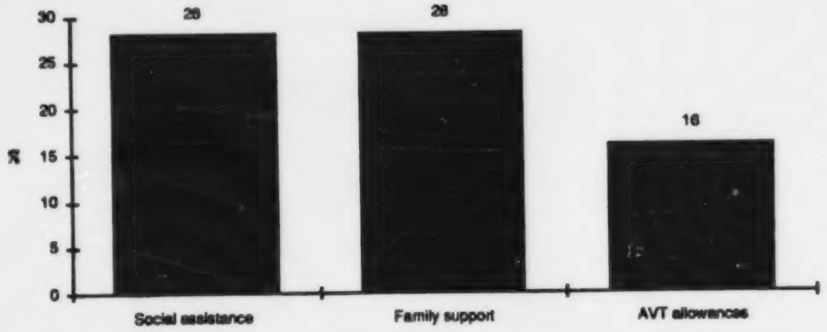


Figure 13B:
Institutional Learner (0-9)
Type of Financial Support

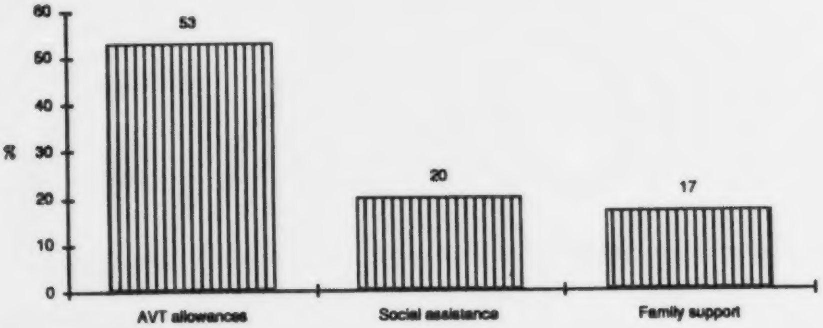
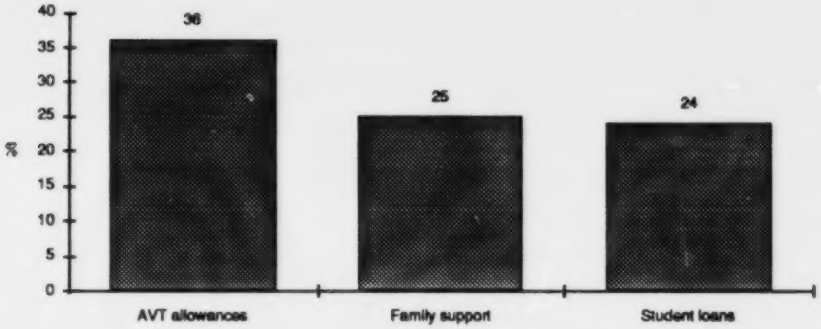


Figure 13C:
Institutional Learner (10-12)
Type of Financial Support



14.14 Four Most Common Manners Learners Find Out About Programs (See Figures 14A-C)

- All three learner groups most frequently cite word of mouth as the means through which they were made aware of their literacy program.
- Of the three learner groups, institutional learners are more likely to self-initiate program awareness and rely upon referrals from a counselor.

Figure 14A:
Tutored Learner
How Learners Find Out
About Programs

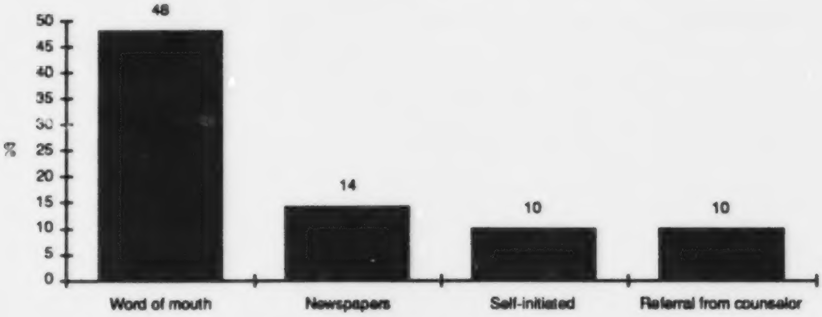


Figure 14B:
Institutional Learner (0-9)
How Learners Find Out
About Programs

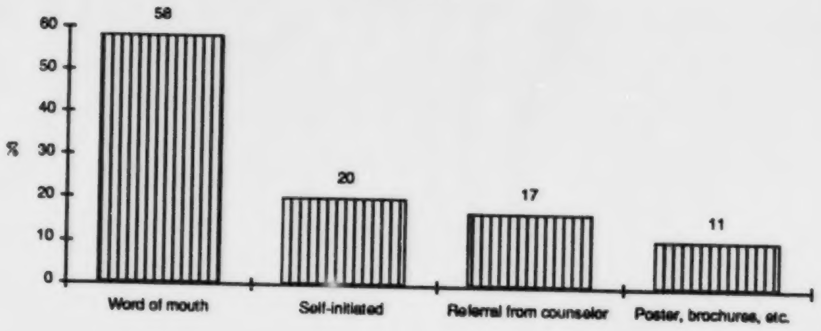
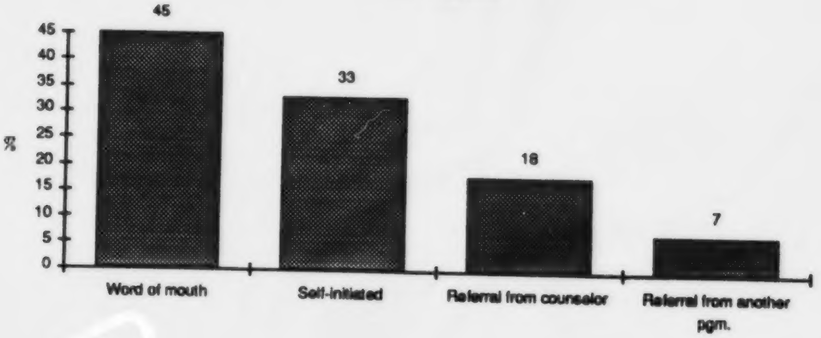


Figure 14C:
Institutional Learner (10-12)
How Learners Find Out
About Programs



14.15 Main Reason for Program Participation (See Figures 15A-B)

- Institutional learners at the 10 to 12 level are far more inclined to be enroled in their program for academic or pre-requisite reasons than tutored learners or institutional learners at the 0 to 9 level.
- Tutored learners show a far greater tendency to be enroled for the purpose of general self-improvement (i.e. to get a job or to gain independence) than both institutional learner groups.

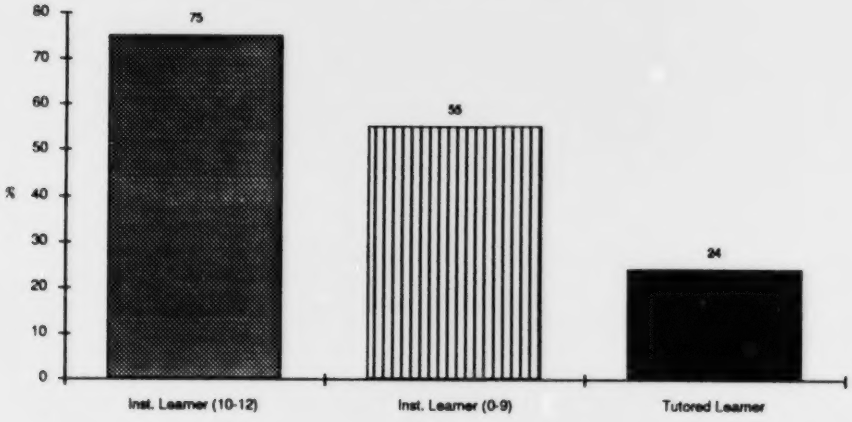


Figure 15A
Main Reason for Program Participation
Academic Goal/Prerequisite

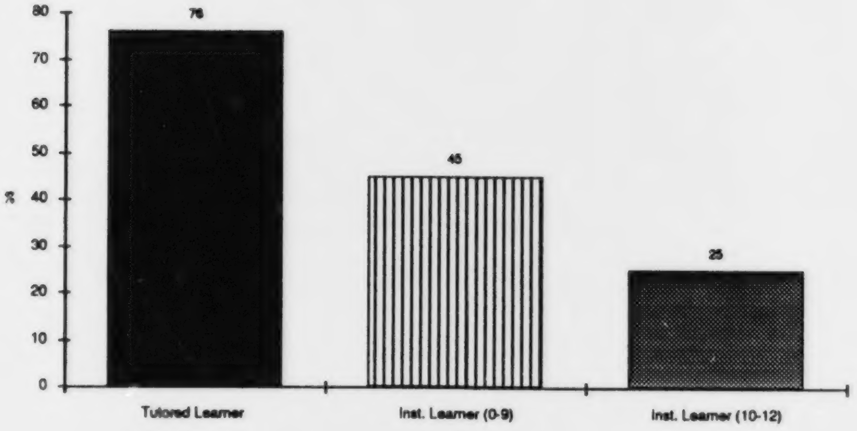
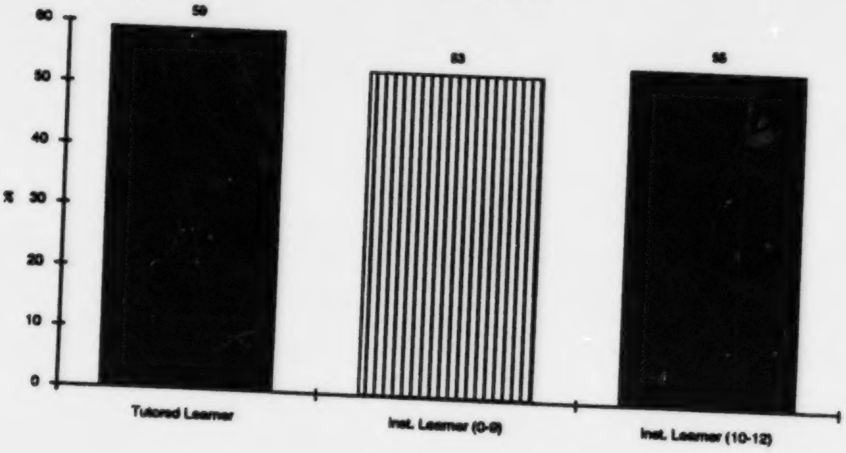


Figure 15B
Main Reason for Program Participation
General Self Improvement

14.16 Percentage of Learners Encountering No Difficulty Entering Program (See Figure 16)

- Though the majority of learners in all three groups report experiencing no difficulty getting into their program, tutored learners are more likely not to have found entry difficult.

Figure 16
Percentage of Learners Encountering
No Difficulty Entering Program



14.17 Four Most Frequently Cited Difficulties Learners Encountered Getting Into Program (See Figures 17A-C)

- Of the difficulties cited, tutored learners and institutional learners at the 0 to 9 level appear more likely to have encountered personal or psychological difficulties than learners at the 10 to 12 level did.
- Funding appears to have created more difficulties for institutional learners than for tutored learners.

Figure 17A
Tutored Learner
Difficulties Encountered Getting Into Program

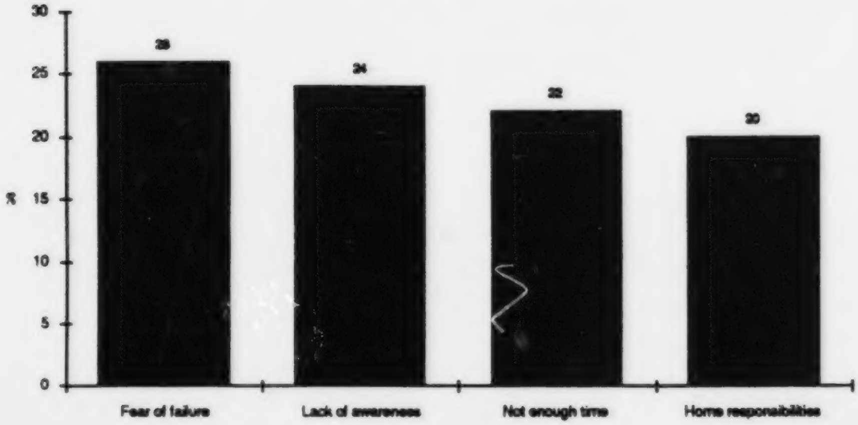


Figure 17B
Inst. Learner (0-8)
Difficulties Encountered Getting Into Program

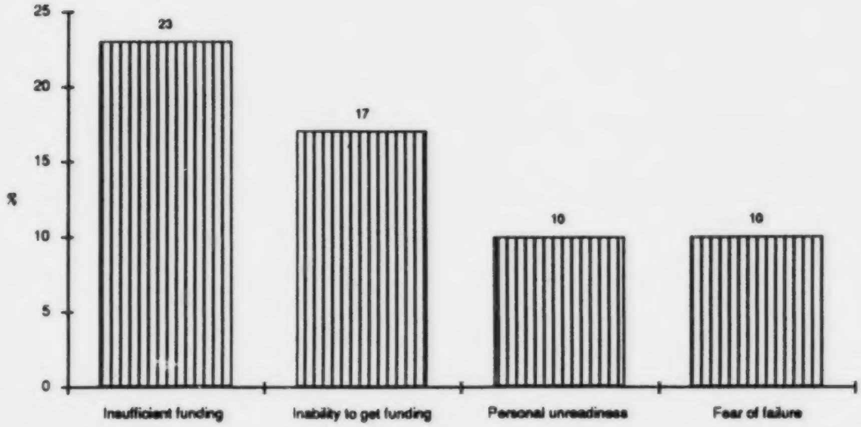
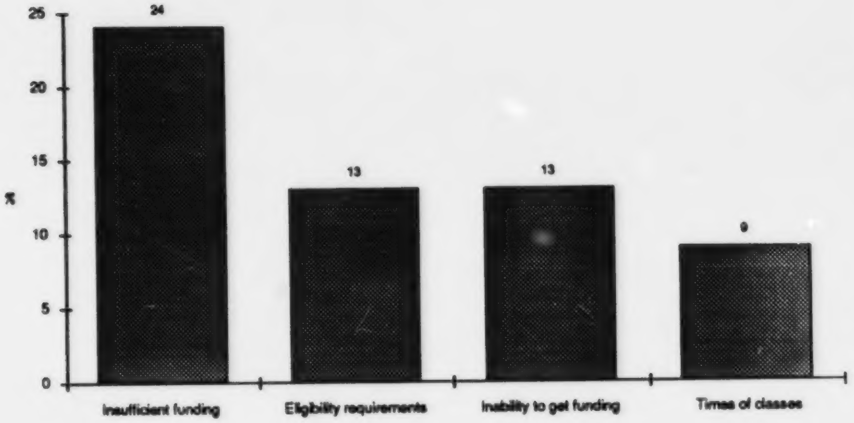


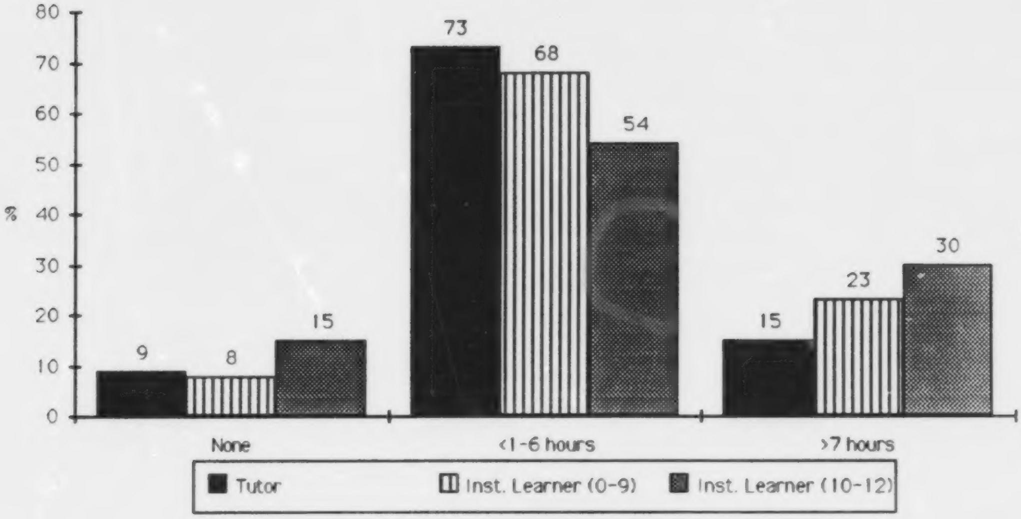
Figure 17C:
Inst. Learner (10-12)
Difficulties Encountered Getting Into Program



14.18 Weekly Hours Spent Reading for Pleasure or Information (See Figure 18)

- The majority of all three learner groups report spending between 1 and 6 hours per week reading for pleasure or information.
- Institutional learners at the 10 to 12 level are less likely to allocate any time per week to read for these purposes.

Figure 18
Weekly Hours Spent Reading
for Pleasure or Information



14.19 Four Most Frequently Cited Desired Services (See Figures 19A-C)

- All three learner groups express an interest in having their programs make the following three services available to them: extra tutorial assistance, referral to training programs, and referrals to employers or jobs.
- The interest for daycare appears most acute among institutional learners at the 0 to 9 level.
- Tutored learners, in turn, are far most likely to be unaware of the types of services they would like to have made available to them than institutional learners.

Figure 19A
Tutored Learner
Desired Services

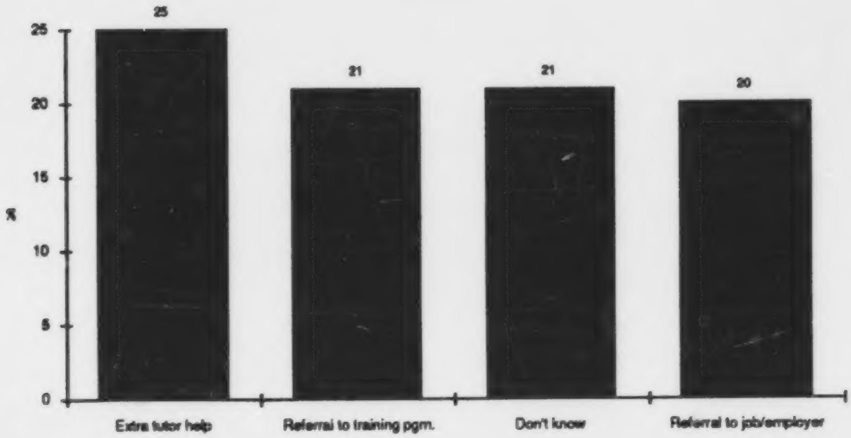


Figure 19B
Institutional Learner (0-8)
Desired Services

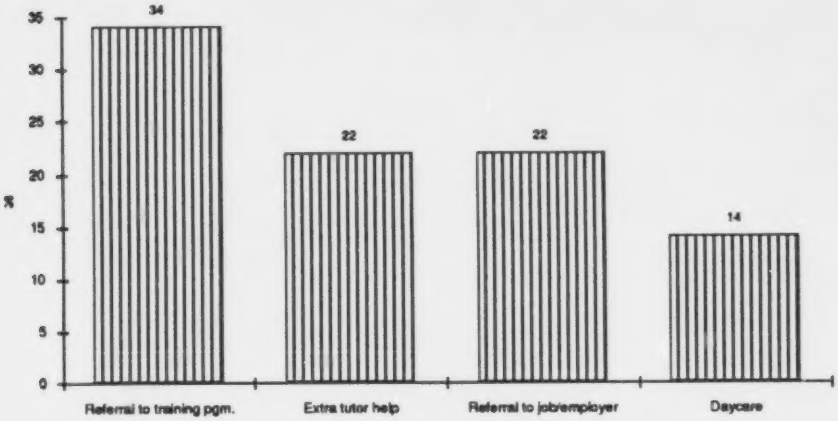
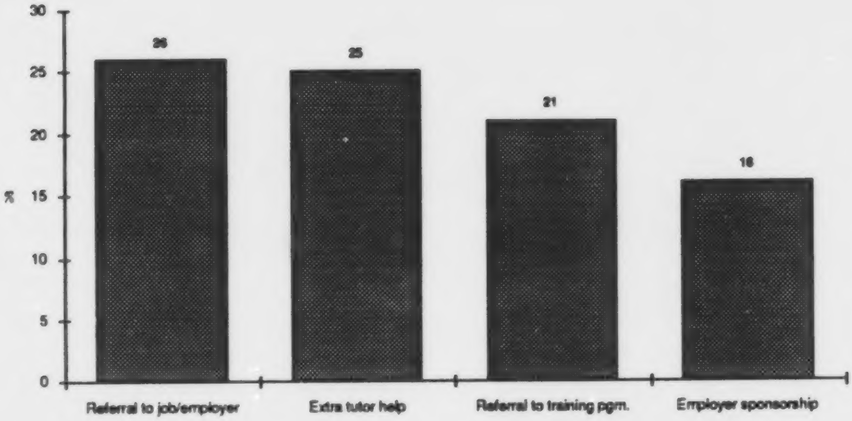


Figure 19C
Institutional Learner (10-12)
Desired Services



APPENDICES OF THE
REPORT ON THE
ALBERTA LITERACY INVENTORY

1990

Alberta
ADVANCED EDUCATION
Community Programs Branch

APPENDICES OF THE
REPORT ON THE
ALBERTA LITERACY INVENTORY

Community Programs Branch

Alberta Advanced Education

DECEMBER 1990

Appendices of the Report on the Alberta Literacy Inventory

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Edmonton, Alberta T5K 0L3
Telephone: (403) 427-5624 Fax: (403) 422-1297

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North East	Fort McMurray FEC
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Central	Rocky & District FEC
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South	Taber & District FEC
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Keyano College
Lakeland College
Lethbridge Community College
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Southern Alberta Institute of Technology (SAIT)

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Alberta Career Development
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Alberta Education
Alberta Culture & Multiculturalism
Alberta Family and Social Services
Alberta Municipal Affairs
Alberta Public Works, Supply
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Alberta Solicitor General
University of Alberta
University of Calgary
Lethbridge Community College
Medicine Hat College
Calgary Public Library
Calgary Learning Centre
Alberta Association for Adult Literacy
Literacy Coordinators of Alberta

Office of the Minister of State,
 Multiculturalism and Citizenship
Correctional Service Canada
BC Ministry of Advanced Education
Manitoba Education
New Brunswick Department of
 Advanced Education & Training
Nova Scotia Department of Advanced
 Education and Job Training
Ontario Ministry of Skills Development
Quebec Ministry of Education
Saskatchewan Department of
 Advanced Education and Manpower
Association of Canadian Community Colleges
Movement for Canadian Literacy
ABE Association of British Columbia
John Howard Society

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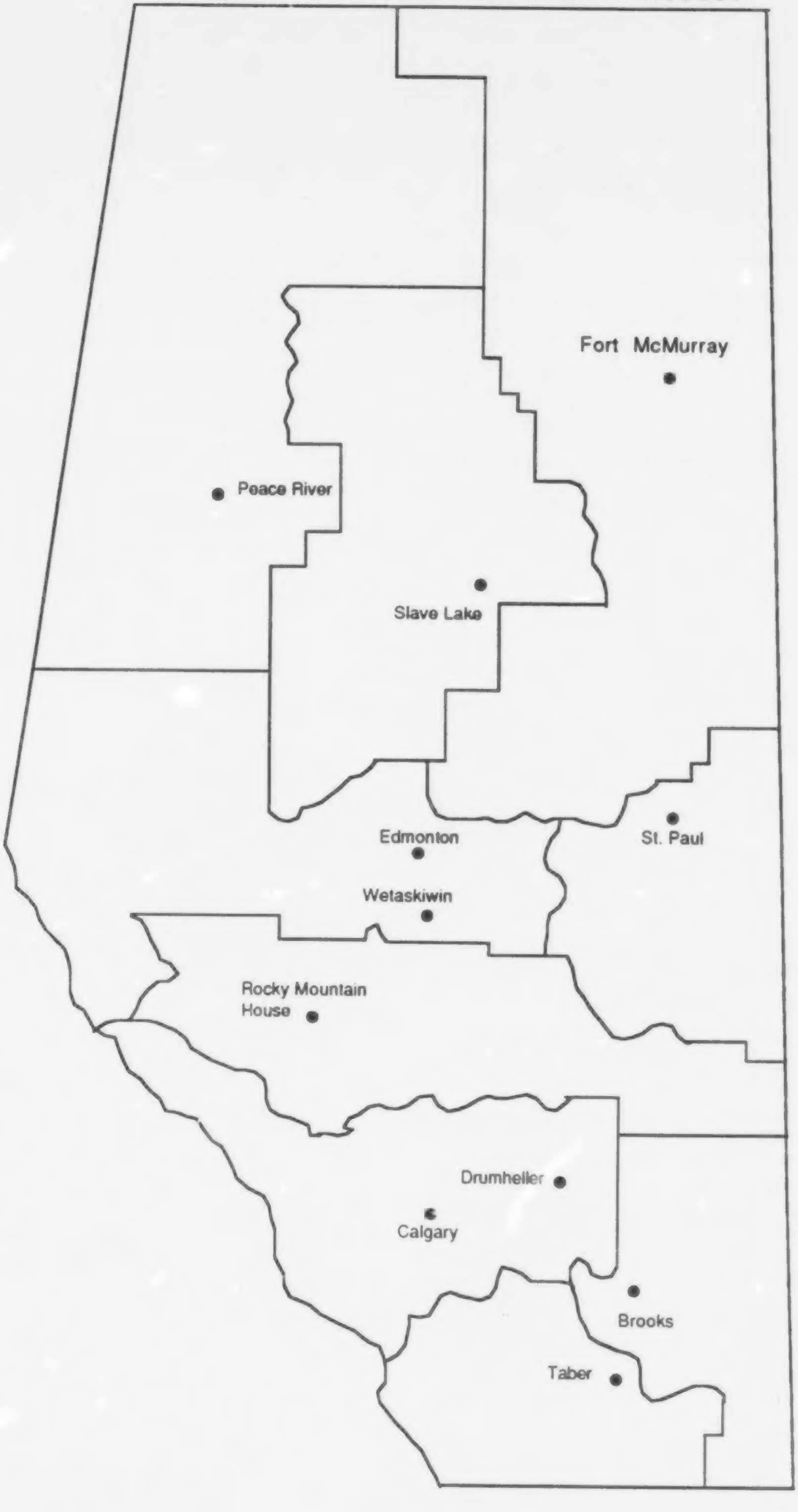
APPENDIX A

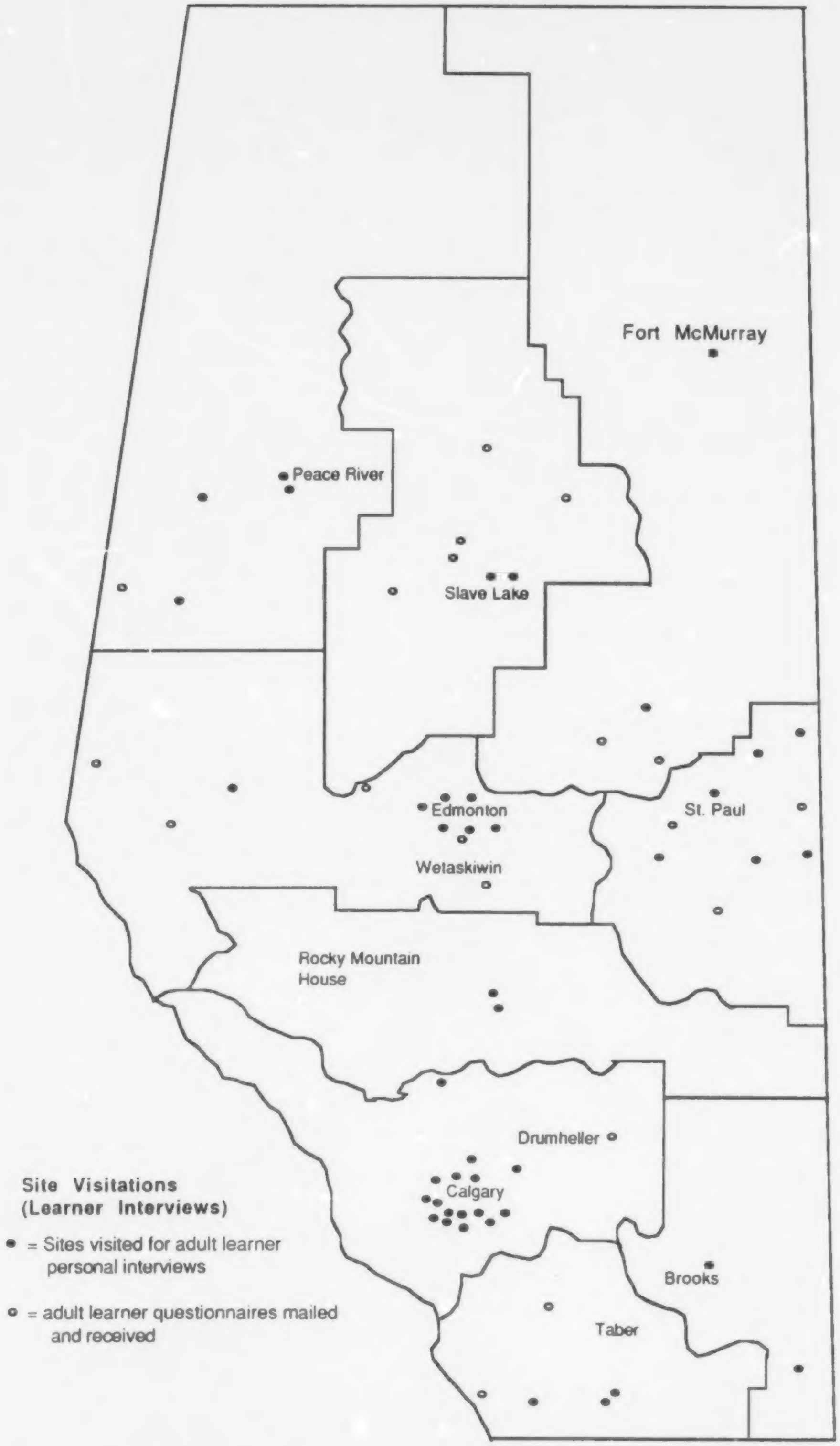
A1 Map of ALIP Regional Partner Sites

A2 Map of Learner Interviews

Map A.1
Regional Partner Sites
ALBERTA LITERACY INVENTORY PROJECT


Fort McMurray
Peace River
Slave Lake
Edmonton
St. Paul
Wetaskiwin
Rocky Mountain House
Drumheller
Calgary
Brooks
Taber

Map A.2
Site Visitations
ALBERTA LITERACY INVENTORY PROJECT


Fort McMurray
Peace River
Slave Lake
Edmonton
Wetaskiwin
St. Paul
Rocky Mountain House
Drumheller
Calgary
Brooks
Taber
Site Visitations
(Learner Interviews)
● = Sites visited for adult learner personal interviews
○ = adult learner questionnaires mailed and received

APPENDIX B

Inventory Instruments and Cover Correspondence

Alberta
ADVANCED EDUCATION

Alberta Literacy Inventory Project, Place 800 Building, 920 800 6 Avenue SW, Calgary, Alberta, Canada T2P 3G3

<Date>

<Contact Sal> <Contact F> <Contact L>
<Title>
<Institution>
<Inst Addr>
<City>, Alberta
<Postal>

Dear <Contact Sal> <Contact L>:

Our office is presently in the process of gathering information to produce an inventory of all adult literacy programs presently operating in Alberta.

In order that your program(s) be included in our province-wide inventory, we are requesting your co-operation in completing the enclosed inventory forms. Please distribute the enclosed forms to a contact person for each program identified in the attached record. If we have omitted any programs, please photocopy any additional copies of the inventory forms and the instructions as required. We would appreciate receiving the completed form(s) before October 31, 1989.

As we are compiling a census of literacy programs, we rely on your participation to ensure that our information is accurate and complete.

Thank you for your co-operation. If you have any questions please call 297-2079.

Yours sincerely,

Research Officer

Advanced Education
Alberta Literacy Inventory Project

Instructions:

1. Most of the questions in this survey can be answered with a check mark (√) in the appropriate space.

2. Please read each question carefully before answering. For most of the questions, select from the responses offered. In certain questions, however, multiple responses are requested.

3. For the purposes of this study, please complete the enclosed questionnaire on the basis of the following guidelines:

GUIDELINES (Working Definitions):

Literacy: all reading and writing learning activities at different levels.

Adult: a person past school-leaving age (16 years) and out of school for a year.

Program Level(s): the level of instruction or grade equivalency (from 0 to 12).

Adult Basic Literacy: basic reading and writing skill building (reading levels 0-6).

Adult Basic Education: adult curriculum at reading levels 0-9.

Academic Upgrading: a series of courses including writing and reading skill building often grouped into levels of difficulty (0-12).

ESL Program: programs or courses intended to provide basic proficiency in English as a Second Language to new Canadians. These are not counted as literacy programs.

ESL/ABL Transitional Bridge Program: a literacy program intended primarily for English as a Second Language adults that helps move them into regular academic upgrading or adult basic education classes.

Aboriginal people: anyone with an aboriginal background or origin (eg. Dene, Indian, Inuit, Metis).

Co-sponsored program: a co-sponsored program is one in which more than one organization or institution is involved in providing the program. Co-operative efforts are reflected when different organizations participate in the administration, funding or delivery of a program. When two or more groups collaborate in joint ownership of a program, this is considered a co-sponsorship. This circumstance exists with programs such as those offered through Consortia.

Tutor based programs: a program's delivery method involves primarily tutors.

Instructor based programs: a program's delivery method involves primarily classroom instructors.

Full-time/part-time: if a program is offered on both a full-time and part-time basis, they are considered to be two programs for the purposes of this project, and separate questionnaires should be completed for each.

Program: refers, for the purposes of this project, to a course (if only one is offered) or a series of courses or levels that are intended to improve the reading and writing skills of adult students. A program may be offered on an on-going, full-time or part-time basis or through a short term project. This does not include English as a Second Language (ESL) programs, except for ESL literacy and ESL/ABL transitional bridge programs.

Examples:

An agency may offer a reading improvement course two nights a week for adults reading at the 0-6 level. This we will consider a program for the purposes of the inventory.

An institution may offer a literacy program comprised of courses in reading, writing, math, and life skills at the 0-3 level, and a similar program at the 4-6 level. Each of these will be considered a program.

A GED Preparation and a College Preparation course will each be considered a program.

An institutionally-sponsored program offered in out-of-town locations should be listed individually as separate programs. However, a program offered at several locations within the same city should be listed as one program with a number of sites.

All English credit courses at the 10-12 levels should be grouped together and reported as a single program.

A time-certain special literacy project will be considered a program if it has a delivery component.

A lifeskills course will only be considered a literacy program if it has a literacy component.

4. Please return the inventory form using the self-addressed envelope provided.

Advanced Education
Alberta Literacy Inventory Project
Tutor Program Form

Please read the enclosed instructions before completing this form. [Note: complete one form per program.]

Date: ____________________

For Office Use Only

A. PROGRAM IDENTIFICATION

1. **Name of literacy program:** ____________________
2. **Organization/institution:** ____________________
3. **Street address:** ____________________
   City: ____________________ **Postal Code:** __________
4. **Mailing address (if different):** ____________________
   City: ____________________ **Postal Code:** __________
5. **Telephone number of institution:** ____________ **Fax:** __________
6. **Name of program contact person:** ____________________
7. **Position:** ____________________
8 **Telephone number of program:** ____________________

B. PROGRAM INFORMATION

9. **Is this program co-sponsored?**

— yes → **With whom do you co-sponsor the program?** ____________________

— no

Does your institution deliver this program?

— yes

— no → **Name the delivery institution:** ____________________

10. State the range of reading levels that your program is willing to serve?

Grade(s): ______________________

11. Which of the following client groups does this program serve?

(Select as many as apply)

___ general public
___ inmates
___ aboriginal people
___ workplace employees
___ immigrants
___ physically disabled
___ learning disabled
___ homebound
___ unemployed
___ welfare recipients
___ single parents
___ Canadians whose first language is not English/French
___ foreign/international students
___ mentally handicapped
___ other, please specify:

____

12. In what type of facility do tutors and adult learners meet for instruction in this program?

(Select as many as apply)

___ public school
___ community school
___ post-secondary institution
___ library
___ church
___ correctional institution
___ work place
___ community centre
___ home
___ other, please specify:

____

13. On average how many hours would a tutor/learner pair work together in this program per week?

___ less than 1 hour/week
___ 1-3 hours/week
___ 4-6 hours/week
___ 7-10 hours/week
___ more than 10 hours/week
___ other, please specify:

____

14. What is the average time span for tutors and adult learners to be paired together in this program?

____

15. Is your program office open:

___ daytime only
___ evening only
___ both, daytime and evening

16. Does this program provide continuous entry/exit?

___ yes
___ no ⟶ **Please check the month(s) in which this program starts:**

___ January
___ February
___ March
___ April
___ May
___ June
___ July
___ August
___ September
___ October
___ November
___ December

17. *(As of this year)* **How many years has this program been in operation?**

___ new (less than 12 months)
___ 1-2 years
___ 3-4 years
___ 5-7 years
___ 8-10 years
___ more than 10 years

18. **List the neighbouring communities within your service area in which tutors are presently active:**

____

____

____

____

C. ENROLMENT

19. **How many learners are currently matched with tutors in this session of the program?**

Total number of learners ___________

20. **Approximately what percentage of learners leave without accomplishing their goals?**

___________ percent

21. **What method of initial learner assessment is used to establish level of ability when an adult begins this program?**

(Select as many as apply)

___ no learner assessment
___ interview
___ writing sample
___ assessment/standardized test (e.g. TABE)
Test name: ______________________
___ informal reading inventory (e.g. Bader, Silvaroli)
Inventory name: ______________________
___ other, please specify:
____

22. *(As of this month)* **Do you have a list of adult learners waiting for tutors?**

___ yes → **How many potential learners are waiting for tutor matches?**
___________ learners

___ no → **How long, on average, does a learner have to wait to be matched with a tutor?**
___________ weeks

23. Which of the following do you think present barriers to an adult learner who would like to participate in this program?

(Select no more than five)

☐ age
☐ personal unreadiness
☐ fear of failure
☐ the perceived stigma of illiteracy
☐ not enough time
☐ home responsibilities
☐ job responsibilities
☐ no child care
☐ inadequate transportation
☐ no place to study or practice
☐ insufficient funding
☐ no funding for part-time program
☐ inability to get funding
☐ location of classes/tutorial sessions
☐ times of classes/tutorial sessions
☐ instructional level in programs is inappropriate
☐ degree of individual attention
☐ strict attendance requirements
☐ having to wait to begin program
☐ fees or material costs
☐ eligibility requirements
☐ lack access to an existing library
☐ lack a resource library
☐ lack of awareness about programs
☐ regulations of other government agencies
☐ inability to transfer between programs within the province
☐ lack of tutors
☐ lack of ability/commitment on the part of volunteer tutors
☐ lack of resources for training tutors
☐ other, please specify: ______________________

D. TUTORIAL STAFF

24. *(As of this month)* **How many volunteer tutors are matched with adult learners?**

Number of matches: ______________________

25. For tutoring in this program, how many hours of initial training do volunteer tutors receive?

Number of hours: ______________________

26. Please indicate which of the phrases best describes initial tutor training provided for this program.

(Select as many as apply)

☐ no training
☐ informal instruction
☐ one-to-one orientation/interview
☐ Journeyworkers
☐ other video presentation
☐ lecture/seminar
☐ observe an experienced tutor
☐ formal course or tutorial
☐ other, please specify: ______________________

27. Do you provide ongoing training for volunteer tutors?

☐ yes → **How much time is spent in ongoing tutor training each year?** ____________ hours
☐ no

28. On average, how long do tutors stay as volunteers with your program?

☐ less than 4 months
☐ 4-6 months
☐ 7-12 months
☐ 1 to 3 years
☐ 4 to 6 years
☐ 7 to 9 years
☐ 10 years or more
☐ don't know

29. Does your program have clerical support?

— yes →
— no

— full-time, paid
— part-time, paid
— volunteer
— other, please specify: ________________

E. RESOURCES

30. What instructional resources are available for this literacy program?

(Select as many as apply)

— books
— workbooks
— newspapers, periodicals
— programmed learning packages
— audio cassettes
— guest speakers
— videotapes
— read-along books
— computer programs
— testing materials
— instructor created resources
— student created materials
— other, please specify: ________________

31. What percentage of your total literacy resource materials do you estimate are geared to adults?

__________ percent

32. Do your learners have access to a resource library?

— yes, an in-house library
— yes, a public library
— yes, some other centre
— no

F. FUNDING INFORMATION

33. *(As of this fiscal year)* **What is your estimated operating budget for this program?**

Estimated annual budget $ ________________

34. From which sources did your program receive operational funding?

(Select as many as apply)

— Alberta Advanced Education
— Alberta Career Development & Employment
— Alberta Education
— Other provincial government departments
— Canada Employment and Immigration
— Secretary of State (Multiculturalism & Citizenship)
— Indian Affairs and Northern Development
— Northern Development Agreement
— municipal government
— corporate funding
— service clubs
— private individuals
— charity fundraising
— student tuition fees
— other sources, please specify: ________________

Thank you for your assistance in completing this questionnaire. Please return it by October 31, 1989 to:

Advanced Education
Alberta Literacy Inventory Project
Institutional Program Form

Please read the enclosed instructions before completing this form. [Note: complete one form per program.]

Date: ____________________

For Office Use Only

A. PROGRAM IDENTIFICATION

1. **Name of literacy program:** ____________________

2. **Organization/institution:** ____________________

3. **Street address:** ____________________

City: ____________________ **Postal Code:** ____________

4. **Mailing address (if different):** ____________________

City: ____________________ **Postal Code:** ____________

5. **Telephone number of institution:** ____________ **Fax:** ____________

6. **Name of program contact person:** ____________________

7. **Position:** ____________________

8 **Telephone:** ____________________

B. PROGRAM INFORMATION

9. **Is this program co-sponsored?**

__ yes → **With whom do you co-sponsor the program?** ____________________

__ no

Does your institution deliver this program?

__ yes

__ no → **Name the delivery institution:** ____________________

10. State the range of reading levels that this program serves:

Grade(s): ______________________

11. Which of the following client groups does this program serve?

(Select as many as apply)

__ general public
__ inmates
__ aboriginal people
__ workplace employees
__ immigrants
__ physically disabled
__ learning disabled
__ homebound
__ unemployed
__ welfare recipients
__ single parents
__ Canadians whose first language is not English/French
__ foreign/international students
__ mentally handicapped
__ other, please specify:

____

12. Where are classes held for this program?

(Select as many as apply)

__ public school
__ community school
__ post-secondary institution
__ library
__ church
__ correctional institution
__ workplace
__ community centre
__ home
__ other, please specify:

____

13. How many contact hours of instruction are provided per week in this program?

__ less than 1 hour/week
__ 1 to 10 hours/week
__ 11 to 24 hours/week
__ more than 24 hours/week (AVT full-time definition)
__ other, please specify:

____

14. How many weeks does this program run?

______________ weeks

15. Is more than one session of this program offered at the same time?

__ yes → **Number of sessions:** ____________
__ no

16. This program is offered in:

__ daytime only
__ evening only
__ both, daytime and evening

17. **Does this program provide continuous entry/exit?**

___ yes
___ no →

Please check the month(s) in which this program starts:

___ January
___ February
___ March
___ April
___ May
___ June
___ July
___ August
___ September
___ October
___ November
___ December

18. *(As of this year)* **How many years has this program been in operation?**

___ new (less than 12 months)
___ 1-2 years
___ 3-4 years
___ 5-7 years
___ 8-10 years
___ more than 10 years

C. ENROLMENT

19. **How many learners are currently registered in this session of the program?**

Total number of learners ____________

20. **How many learners could be enrolled in this session of the program?**

Maximum number of learners ____________

21. **What is your average class size?**

____________ learners

22. **What method of initial learner assessment is used to establish level of ability when an adult begins this program?**

(Select as many as apply)

___ no learner assessment
___ interview
___ writing sample
___ assessment/standardized test (e.g. TABE)
Test name: ______________________________
___ informal reading inventory (e.g. Bader, Silvaroli)
Inventory name: ______________________________
___ other, please specify:
____

23. **Do you presently have a waiting list for this program?**

___ yes →
___ no →

How many people are waiting?

____________ people

How long, on average, does someone have to wait to get into this program? ____________ weeks

24. Which of the following do you think present barriers to an adult learner who would like to participate in this program?

(Select no more than five)

- ☐ age
- ☐ personal unreadiness
- ☐ fear of failure
- ☐ the perceived stigma of illiteracy
- ☐ not enough time
- ☐ home responsibilities
- ☐ job responsibilities
- ☐ no child care
- ☐ inadequate transportation
- ☐ no place to study or practice
- ☐ insufficient funding
- ☐ no funding for part time program
- ☐ inability to get funding
- ☐ location of classes/tutorial sessions
- ☐ times of classes/tutorial sessions
- ☐ instructional level in programs is inappropriate
- ☐ degree of individual attention
- ☐ strict attendance requirements
- ☐ having to wait to begin program
- ☐ fees or material costs
- ☐ eligibility requirements
- ☐ lack access to an existing library
- ☐ lack a resource library
- ☐ lack of awareness about programs
- ☐ regulations of other government agencies
- ☐ inability to transfer between programs within the province
- ☐ other, please specify: ______________________________

D. PERSONNEL

25. How many paid instructors are employed during this session of the program?

Number of full-time instructors-permanent: __________

Number of full-time instructors-contract: __________

Number of part-time instructors: __________

Total: __________

E. RESOURCES

26. What instructional resources are available for this literacy program?

(Select as many as apply)

- ☐ books
- ☐ workbooks
- ☐ newspapers, periodicals
- ☐ programmed learning packages
- ☐ audio cassettes
- ☐ guest speakers
- ☐ videotapes
- ☐ read-along books
- ☐ computer programs
- ☐ testing materials
- ☐ instructor created resources
- ☐ student created materials
- ☐ other, please specify: ______________________________

27. What percentage of your total literacy resource materials do you estimate are geared to adults?

__________ percent

28. Do your learners have access to a resource library?

- ☐ yes, an in-house library
- ☐ yes, a public library
- ☐ yes, some other resource centre
- ☐ no

F. FUNDING INFORMATION

29. *(For this fiscal year)* **What is your estimated operating budget for this program?**

Estimated annual budget $________________

30. From which sources did your program receive operational funding?

(Select as many as apply)

— Alberta Advanced Education
— Alberta Career Development & Employment
— Alberta Education
— Other provincial government departments
— Canada Employment and Immigration
— Secretary of State (Multiculturalism & Citizenship)
— Indian Affairs and Northern Development
— Northern Development Agreement

— municipal government
— corporate funding
— service clubs
— private individuals
— charity fundraising
— student tuition fees
— other sources, please specify:

____

31. Are students charged tuition fees for this program?

— yes → **Fees are:** $________________ per ________________ (time period/course/etc.)
— no

32. What proportion of your program costs are recovered from tuition fees?

— 0 percent
— 1 to 10 percent
— 11 to 50 percent
— 51 to 99 percent
— 100 percent

33. Can students in this program qualify for available financial assistance?

— yes
— no

Thank you for your assistance in completing this questionnaire.
Please return it by October 31, 1989 to:

Alberta
ADVANCED EDUCATION

Alberta Literacy Inventory Project, Place 800 Building, 920 800 6 Avenue SW, Calgary, Alberta, Canada T2P 3G3

<Date>

<Contact Sal> <Contact F> <Contact L>
<Title>
<Institution>
<Inst Addr>
<City>, Alberta
<Postal>

Dear <Contact Sal> <Contact L>:

Our office is presently in the process of gathering information to produce an inventory of all adult literacy programs and services offered in the province, including those provided by library resource centres.

In order that your library's resources be included in our province-wide inventory, we are seeking your participation through the completion of the enclosed form.

We would appreciate receiving your completed form before October 31, 1989. Your help through providing this information is greatly appreciated.

Thank you for your co-operation.

Yours sincerely,

Research Officer

Advanced Education
Alberta Literacy Inventory Project
Library Resource Centre Form

Instructions:

1. Most of the questions in this survey can be answered with a check mark (√) in the appropriate space.

2. Please read each question carefully before answering. For most of the questions, select from the responses offered. In certain questions, however, multiple responses are requested.

3. For the purposes of this study, please complete the enclosed questionnaire on the basis of the following guidelines:

    GUIDELINES (Working Definitions):

    Adult: a person past school-leaving age (16 years) and out of school for a year.

    Literacy: all reading and writing learning activities at different levels.

    Special collection: refers to a collection of twenty-five (25) or more books or resources oriented towards literacy instruction for adult learners. An adult literacy collection should serve individuals and organizations in your community concerned with literacy, coping skills, and practical or employment-related reading, writing and mathematics skills. The materials in this collection should fall into the category of adult-oriented "High Interest - Low Reading Level." All lower level reading materials should have large, well-spaced text. They should satisfy both instructional and recreational reading needs.

4. Please return the survey form by **October 31, 1989** to our Calgary office using the self-addressed envelope provided.

Advanced Education
Alberta Literacy Inventory Project
Literacy Resource Centre Form

Date: ____________________

For Office Use Only

A. PROGRAM IDENTIFICATION

Name of Library: ____________________

Street Address: ____________________

City: ____________________ **Postal Code:** ____________

Mailing Address (if different): ____________________

City: ____________________ **Postal Code:** ____________

Name of Library Contact Person: ____________________

Position: ____________________

Telephone: ____________________

Please complete each of the following questions.

B. RESOURCES

1. Do you have a special collection oriented towards literacy instruction for adult learners? *(see guidelines)*

___ yes →
___ no

What type of adult literacy resources does it contain?

___ books
___ workbooks
___ English Express
___ newspapers
___ programmed learning packages
___ videotapes
___ read-along books
___ computer programs
___ audio cassettes
___ other, please specify: ______________________

What is the approximate size of your entire literacy collection?

____

(If your answer to question 1 is no, you have now completed the questionnaire. Thank you! Please return the form to our Calgary office using the self-addressed envelope provided.)

2. Does your collection include adult literacy resources and references to help people provide reading instruction?

___ yes
___ no

3. Are most of your literacy resource materials designed to serve adult readers?

___ yes
___ no

4. Have you ever conducted a reading level assessment of your collection?

___ yes →
___ no

What assessment method did you use?

___ informal assessment
___ standardized reading level assessment scale (please specify):

____

Did volunteers from the community help in the assessment?

___ yes
___ no

5. Are these literacy resource materials in one location or interspersed throughout your collection?

— one location
— more than one location →

If interspersed, how are these literacy resources identified?

— no identification
— special identification
(please specify):

____

6. Does your literacy resource collection circulate to the general public?

— yes →

What is the length of your loan period for most of these materials?

____

— no →

What are the restrictions on circulation?

____

C. SUPPORT

7. Does your library support (either financially or through the provision of materials or space) literacy programs offered by other institutions or groups in your community?

— yes →
— no

What kind of support do you offer to programs?

(Select as many as apply)

— financial support
— provide facilities
— provide materials
— other, please specify:

____

To which institution(s) or group(s) is this support provided?

____

____

8. Does your library house another collection of literacy resources for another institution or group?

— yes →
— no

For which specific institution or group is this service provided?

____

____

9. What kind of support does your library offer to adult learners interested in literacy?

(Select as many as apply)

__ provide programs in adult literacy
__ provide referral service to other programs
__ provide workshop/seminar in literacy
__ provide library tour/orientation to learners
__ provide listing of materials/bibliography
__ provide assistance in locating materials
__ other, please specify:

____

Thank you for your assistance in completing this questionnaire.
Please return it by October 31, 1989 to:

Advanced Education
Alberta Literacy Inventory Project
Place 800 Building
920 800 6 Avenue S.W.
CALGARY, Alberta
T2P 3G3

APPENDIX C

Inventory Statistics

Tutor Programs (Tables C.1 to C.23)

Institutional Programs (Tables C.24 to C.46)

Resource Centres (Tables C.47 to C.56)

Table C.1
Reading Levels Tutor Programs Willing to Serve

	PERCENT	COUNT
Grades 0-4	4	2
Grades 0-6	5	3
Grades 0-8	16	9
Grades 0-9	45	25
Grades 0-10	4	2
Grades 0-11	2	1
Grades 0-12	24	13

Table C.2
Client Groups Served
(select as many as apply)

	PERCENT	COUNT
General public	90	57
Inmates	11	7
Aboriginal people	65	41
Workplace employees	52	33
Immigrants	79	50
Physically disabled	60	38
Learning disabled	68	43
Homebound	48	30
Unemployed	87	55
Welfare recipients	83	52
Single parents	84	53
First language is not English/French	79	50
Foreign/international students	25	16
Mentally handicapped	38	24
Other	13	8

Table C.3
Sites for Tutorial Sessions
(select as many as apply)

	PERCENT	COUNT
Public School	37	23
Community School	14	9
Post-secondary institution	29	18
Library	57	36
Church	22	14
Correctional institution	6	4
Work place	21	13
Community Centre	24	15
Home	76	48
Other	30	19

Table C.4
Average Length of Time Tutors Work with Learners (per week)

	PERCENT	COUNT
< 1 hour/week	0	0
1-3 hours/week	79	50
4-6 hours/week	16	10
7-10 hours/week	0	0
More than 10 hours/week	3	2
Other	2	1

Table C.5
Average Length of Tutor/Learner Pairing

	PERCENT	COUNT
6 months or less	24	12
Between 7-11 months	22	11
Between 12-23 months	44	22
Between 24-35 months	6	3
36 months or more	4	2

Table C.6
Program Office Hours

	PERCENT	COUNT
Daytime only	60	38
Evening only	2	1
Both, daytime and evening	38	24

Table C.7
Continuous Entry/Exit

	PERCENT	COUNT
Yes	70	44
No	30	19

Table C.8
Length of Time Tutor Programs Have Been in Operation

	PERCENT	COUNT
New (less than 12 months)	19	12
1-2 years	27	17
3-4 years	19	12
5-7 years	21	13
8-10 years	11	7
More than 10 years	3	2

Table C.9
Number of Active Matches

	PERCENT	COUNT
Less than 10 learners	40	24
Between 10-19 learners	23	14
Between 20-29 learners	17	10
Between 30-39 learners	12	7
Between 40-49 learners	0	0
Between 50-59 learners	0	0
More than 60 learners	8	5

Table C.10
Initial Assessment Methods
(select as many as apply)

	PERCENT	COUNT
No learner assessment	0	0
Interview	95	58
Writing sample	70	43
Assessment/standardized test	26	16
Informal reading inventory	85	52
Other	16	10

Table C.11
Number of Learners Awaiting Match with Tutor

	PERCENT	COUNT
Less than 10 learners	80	33
Between 10-19 learners	7	3
Between 20-29 learners	5	2
Between 30-39 learners	5	2
40 learners or more	2	1

Table C.12
Average Wait Before Match with Tutor

	PERCENT	COUNT
4 weeks or less	65	31
Between 5-12 weeks	23	11
Between 13-24 weeks	2	1
Between 25-36 weeks	4	2
Between 37-52 weeks	6	3
53 weeks or more	0	0

Table C.13

Perceived Impediments to Adult Learner Participation

(select no more than five)

	PERCENT	COUNT
Age	8	5
Personal unreadiness	66	41
Fear of failure	69	43
The perceived stigma of illiteracy	60	37
Not enough time	29	18
Home responsibilities	40	25
Job responsibilities	42	26
No child care	27	17
Inadequate transportation	18	11
No place to study or practice	2	1
Insufficient funding	19	12
No funding for part-time program	11	7
Inability to get funding	10	6
Location of classes/tutorial sessions	2	1
Times of classes/tutorial sessions	3	2
Instructional level in programs is inappropriate	0	0
Registration procedures	2	1
Strict attendance requirements	2	1
Having to wait to begin program	24	15
Fees or material costs	0	0
Eligibility requirements	0	0
Lack access to an existing library	0	0
Lack a resource library	2	1
Lack of awareness about programs	45	28
Regulations of other government agencies	2	1
Inability to transfer between programs within the province	2	1
Lack of tutors	18	11
Lack of ability/commitment on the part of volunteer tutors	6	4
Lack of resources for training tutors	8	5
Other	15	11

Table C.14
Number of Tutors Currently Matched With Learners

	PERCENT	COUNT
Between 1-19	69	40
Between 20-39	24	14
Between 40-59	0	0
Between 60-79	5	3
80 or more	2	1

Table C.15
Length of Initial Tutor Training

	PERCENT	COUNT
3 hours or less	5	3
Between 4-9 hours	40	23
Between 10-15 hours	46	26
16 hours or more	9	5

Table C.16
Approaches Utilized in Initial Tutor Training
(select as many as apply)

	PERCENT	COUNT
No training	3	2
Informal instruction	34	21
One-to-one orientation/ interview	77	48
Journeyworkers	81	50
Other video presentation	40	25
Lecture/seminar	55	34
Observe an experienced tutor	16	10
Formal course or tutorial	21	13
Other	31	19

Table C.17
Annual Ongoing Tutor Training

	PERCENT	COUNT
None	17	9
3 hours or less	6	3
Between 4-9 hours	26	14
Between 10-15 hours	28	15
16 hours or more	24	13

Table C.18
Average Period of Time Tutors Stay with Programs

	PERCENT	COUNT
Less than 4 months	0	0
Between 4-6 months	3	2
Between 7-12 months	21	12
Between 1-3 years	55	32
Between 4-6 years	5	3
Between 7-9 years	0	0
10 years or more	0	0
Don't know	16	9

Table C.19
Clerical Support

	PERCENT	COUNT
None	40	25
Full-time, paid	13	5
Part-time, paid	61	23
Volunteer	21	8
Other	18	7

Table C.20
Available Instructional Resources

(select as many as apply)

	PERCENT	COUNT
Books	97	59
Workbooks	90	55
Newspapers, periodicals	92	56
Programmed learning packages	33	20
Audio cassettes	51	31
Guest speakers	28	17
Videotapes	59	36
Read-along books	41	25
Computer programs	20	12
Testing materials	70	43
Instructor created resources	62	38
Student created materials	33	20
Other	3	2

Table C.21
Percentage of Resource Materials Geared to Adult Learners

	PERCENT	COUNT
25% or less	5	3
Between 26-50%	4	2
Between 51-75%	4	2
Between 76-100%	87	48

Table C.22
Access to a Resource Library

	PERCENT	COUNT
Yes, an in-house library	85	53
Yes, a public library	65	40
Yes, some other centre	13	8
No	2	1

Table C.23
Sources of Operational Funding
(select as many as apply)

	PERCENT	COUNT
Alberta Advanced Education	86	54
Alberta Career Development & Employment	3	2
Alberta Education	0	0
Other provincial government departments	3	2
Canada Employment and Immigration	3	2
Secretary of State (Multiculturalism & Citizenship)	2	1
Indian Affairs and Northern Development	2	1
Northern Development Agreement	6	4
Municipal government	10	6
Corporate funding	3	2
Service clubs	19	12
Private individuals	8	5
Charity fundraising	6	4
Student tuition fees	11	7
Other	19	12

Table C.24
Reading Levels Institutional Programs Willing to Serve

	PERCENT	COUNT
Grades 0-9	40	95
Grades 10-12	13	31
Overlap Grades 0-12	46	109

Table C.25
Client Groups Served
(select as many as apply)

	PERCENT	COUNT
General public	68	165
Inmates	14	34
Aboriginal people	74	178
Workplace employees	20	49
Immigrants	47	114
Physically disabled	35	84
Learning disabled	37	90
Homebound	7	17
Unemployed	75	181
Welfare recipients	71	170
Single parents	75	180
First language is not English/French	52	126
Foreign/international students	17	41
Mentally handicapped	8	19
Other	8	19

Table C.26
Sites for Class Sessions
(select as many as apply)

	PERCENT	COUNT
Public School	15	35
Community School	9	21
Post-secondary institution	59	140
Library	2	4
Church	1	3
Correctional institution	7	16
Work place	2	4
Community Centre	4	10
Home	4	9
Other	17	41

Table C.27
Contact Hours of Instruction (per week)

	PERCENT	COUNT
< 1 hour/week	0	0
1-10 hours/week	28	67
11-24 hours/week	20	47
>24 hours/week	51	122
Other	<1	2

Table C.28
Number of Weeks Program Runs

	PERCENT	COUNT
1-4 weeks	0	0
5-12 weeks	12	28
13-24 weeks	26	60
25-36 weeks	25	59
37-52 weeks	37	87

Table C.29
Program Office Hours

	PERCENT	COUNT
Daytime only	67	161
Evening only	16	38
Both, daytime and evening	17	40

Table C.30
Continuous Entry/Exit

	PERCENT	COUNT
Yes	32	77
No	68	163

Table C.31
Length of Time Programs Have Been in Operation

	PERCENT	COUNT
New (less than 12 months)	9	22
1-2 years	12	28
3-4 years	17	40
5-7 years	17	40
8-10 years	14	32
More than 10 years	31	74

Table C.32
Number of Learners Enrolled this Session

	PERCENT	COUNT
Less than 10 learners	16	38
Between 10-19 learners	31	72
Between 20-29 learners	16	38
Between 30-39 learners	11	26
Between 40-49 learners	7	17
Between 50-59 learners	3	6
More than 60 learners	16	37

Table C.33
Average Class Size

	PERCENT	COUNT
Less than 10 learners	23	53
Between 10-19 learners	52	120
Between 20-29 learners	20	47
Between 30-39 learners	3	8
More than 40 learners	1	3

Table C.34
Initial Assessment Methods
(select as many as apply)

	PERCENT	COUNT
No learner assessment	7	16
Interview	69	165
Writing sample	61	146
Assessment/standardized test	74	176
Informal reading inventory	13	31
Other	24	57

Table C.35
Waiting List at Present

	PERCENT	COUNT
Yes	53	127
No	47	114

Table C.36
Number of Learners Waiting to Begin Program

	PERCENT	COUNT
Less than 10 learners	43	46
Between 10-19 learners	26	28
Between 20-29 learners	10	11
Between 30-39 learners	5	5
40 learners or more	17	19

Table C.37
Average Wait Before Starting Program

	PERCENT	COUNT
4 weeks or less	24	25
Between 5-12 weeks	30	31
Between 13-24 weeks	26	27
Between 25-36 weeks	3	3
Between 37-52 weeks	13	13
53 weeks or more	4	4

Table C.38
Perceived Impediments to Adult Learner Participation
(select no more than five)

	PERCENT	COUNT
Age	8	18
Personal unreadiness	62	147
Fear of failure	48	114
The perceived stigma of illiteracy	24	57
Not enough time	21	49
Home responsibilities	58	138
Job responsibilities	33	79
No child care	43	102
Inadequate transportation	28	66
No place to study or practice	8	19
Insufficient funding	44	104
No funding for part-time program	19	46
Inability to get funding	31	74
Location of classes/tutorial sessions	8	19
Times of classes/tutorial sessions	8	19
Instructional level in programs is inappropriate	6	15
Degree of individual attention	4	9
Strict attendance requirements	9	21
Having to wait to begin program	18	43
Fees or material costs	8	19
Eligibility requirements	14	33
Lack access to an existing library	<1	1
Lack a resource library	<1	2
Lack of awareness about programs	31	74
Regulations of other government agencies	19	46
Inability to transfer between programs within the province	2	5
Other	12	38

Table C.39
Number of Paid Instructors

	PERCENT	COUNT
Full-time instructors - permanent	38	323
Full-time instructors - contract	25	213
Part-time instructors	37	312

Table C.40
Available Instructional Resources
(select as many as apply)

	PERCENT	COUNT
Books	97	232
Workbooks	89	212
Newspapers, periodicals	71	170
Programmed learning packages	50	120
Audio cassettes	57	137
Guest speakers	54	129
Videotapes	69	164
Read-along books	34	81
Computer programs	60	143
Testing materials	81	193
Instructor created resources	88	211
Student created materials	32	77
Other	13	31

Table C.41
Percentage of Resource Materials Geared to Adult Learners

	PERCENT	COUNT
25% or less	3	6
Between 26-50%	7	15
Between 51-75%	15	35
Between 76-100%	75	172

Table C.42
Access to a Resource Library

	PERCENT	COUNT
Yes, an in-house library	76	182
Yes, a public library	41	99
Yes, some other centre	27	64
No	8	20

Table C.43
Sources of Operational Funding
(select as many as apply)

	PERCENT	COUNT
Alberta Advanced Education	57	129
Alberta Career Development & Employment	32	73
Alberta Education	13	30
Other provincial government departments	5	12
Canada Employment and Immigration	22	50
Secretary of State (Multiculturalism & Citizenship)	<1	2
Indian Affairs and Northern Development	7	15
Northern Development Agreement	<1	2
Municipal government	<1	2
Corporate funding	0	0
Service clubs	<1	1
Private individuals	0	0
Charity fundraising	<1	1
Student tuition fees	29	65
Other	9	20

Table C.44
Tuition Fees Charged

	PERCENT	COUNT
Yes	63	151
No	37	89

Table C.45
Proportion of Program Costs Recovered from Tuition Fees

	PERCENT	COUNT
0 percent	52	111
1 to 10 percent	33	70
11 to 50 percent	12	25
51 to 99 percent	2	5
100 percent	2	4

Table C.46
Financial Assistance Available for Students

	PERCENT	COUNT
Yes	74	168
No	26	60

Table C.47
Size of Special Literacy Resource Collection (Number of Items)

	PERCENT	COUNT
Fewer than 100	46	22
Between 100-199	23	11
Between 200-500	19	9
More than 500	13	6

Table C.48
Types of Resources
(select as many as apply)

	PERCENT	COUNT
Books	96	51
English Express	51	27
Workbooks	28	15
Audio cassettes	28	15
Read-along books	26	14
Newspapers	15	8
Programmed learning packages	11	6
Other	11	6
Videotapes	9	5

Table C.49
Assessment of Reading Levels of Materials

	PERCENT	COUNT
Yes	32	17
No	68	36

Table C.50
Methods of Reading Level Assessment

	PERCENT	COUNT
Standardized assessment scale	71	12
Informal assessment	29	5

Table C.51
Individuals Who Conducted Reading Level Assessment

	PERCENT	COUNT
In-house library staff	82	14
Community volunteers	18	3

Table C.52
Location of Literacy Resource Materials within Entire Collection

	PERCENT	COUNT
One location	42	22
More than one location	58	31

Table C.53
Identification of Resource Materials (if in more than one location)

	PERCENT	COUNT
Special identification	53	16
No identification	47	14

Table C.54
Provision of Support to Literacy Programs

	PERCENT	COUNT
Yes	72	38
No	28	15

Table D.55
Type of Support to Literacy Programs
(select as many as apply)

	PERCENT	COUNT
Provide materials	68	36
Provide facilities	55	29
Other	28	15
Financial support	2	1

Table C.56
Support to Adult Learners Interested in Literacy
(select as many as apply)

	PERCENT	COUNT
Assistance in locating materials	94	50
Library tour/orientation	77	41
Referral service to other programs	51	27
Listing of materials or bibliography	38	20
Other	6	3
Workshop or seminar in literacy	4	2
Programs in adult literacy	2	1

APPENDIX D

Profile Instruments and Cover Correspondence

Alberta

ADVANCED EDUCATION

Coordinator/Administrator Survey

Instructions:

1. Most of the questions in this survey can be answered with a check mark (√) in the appropriate space.

2. Please read each question carefully before answering. For most of the questions, select from the responses offered. For certain questions multiple responses are required.

3. The confidential information given by you will be used for statistical purposes only. Your name will not be used and will not appear on any of the forms.

4. Please return the completed survey form to our Calgary office using the enclosed addressed stamped envelope before **December 31, 1990**.

Advanced Education
Alberta Literacy Inventory Project
Coordinator/Administrator Survey

CONFIDENTIAL

Date: ____________

For Office Use Only

A. BACKGROUND INFORMATION

1. *(At last birthday)* **Your age is:**

__ 19 years old or under
__ 20 - 29 years old
__ 30 - 39 years old
__ 40 - 49 years old
__ 50 - 59 years old
__ 60 years old or over

2. You are:

__ male
__ female

3. You are:

__ now married (excluding separated)
__ separated
__ divorced
__ widowed
__ never married
__ common-law

4. What is the highest educational level you have achieved?

__ some high school
__ high school diploma
__ some college or technical school
__ college or technical school diploma/certificate
__ some university
__ university degree
__ some post-graduate
__ post-graduate degree(s)

B. PROFESSIONAL CHARACTERISTICS

5. You are a:

(Select one)

__ paid coordinator—permanent
__ paid coordinator—contract
__ volunteer coordinator
__ program administrator
__ senior instructor
__ other, please specify:

____

6. How many years teaching or tutoring experience did you have prior to your current position?

__ none
__ 1 year or less
__ between 1 and 3 years
__ between 4 and 6 years
__ between 7 and 9 years
__ 10 years or more

7. *(If Coordinator)* **How long have you worked at your present position?**

__ 1 year or less
__ between 1 and 3 years
__ between 4 and 6 years
__ between 7 and 9 years
__ 10 years or more

8. *(If Coordinator)* **How many years has this program been in operation?**

__ new (less than 12 months)
__ between 1 and 2 years
__ between 3 and 4 years
__ between 5 and 7 years
__ between 8 and 10 years
__ 10 years or more

9. During an average week, approximately how many hours do you:

Spend at work (in total) ________ hours
Spend in meetings/in-services ________ hours
Spend in tutoring/classroom ________ hours
Spend in paperwork ________ hours
Spend in preparation time ________ hours
Spend in travel ________ hours
Spend in counseling ________ hours

10. During a typical year, approximately how much time do you spend in each of the following activities?

Spend in publicity and recruitment ________%
Spend in orientation and interview ________%
Spend in initial training ________%
Spend in matching and placement ________%
Spend in continuing advice & support ________%
Spend in in-service training ________%
Spend in clerical ________ %
Spend in professional development ________ %
Spend in fundraising ________ %
Spend in advisory committee meetings ________ %
Spend in financial administration ________ %
Spend in networking with other coordinators and resource people ________ %

11. Your position is:

__ full-time → *Go to Q. 12*
__ part-time → *Go to Q. 13*
__ other (i.e. casual) → *Go to Q. 13*

12. What is your current annual gross salary?

___ $19,999 or less
___ $20,000 to $24,999
___ $25,000 to $29,999
___ $30,000 to $34,999
___ $35,000 to $39,999
___ $40,000 or more

13. What is your current per hour pay?

___ $14.99 or less
___ $15.00 to $29.99
___ $30.00 to $44.99
___ $45.00 or more

14. What benefits are you eligible to receive?

(Select as many as apply)
___ none
___ health care benefits
___ dental care benefits
___ long term disability
___ group life insurance
___ pension benefits
___ vacation leave
___ illness leaves
___ other special leaves (e.g. paid holidays)
___ WCB, UIC
___ union benefits
___ other, please specify: ______________________________

15. What opportunities for professional development do you have?

(Select as many as apply)
___ none
___ workshops
___ conventions, conferences
___ sabbatical leave
___ in-services
___ access to resource centre
___ membership in professional organizations
___ in-house presentation of courses
___ established plan for ongoing instructor evaluation/improvement
___ financial assistance for outside courses during regular work hours
___ financial assistance for outside courses after regular work hours
___ financial assistance for outside courses both during and after regular work hours
___ other, please specify: ______________________________

C. ADULT LEARNER PARTICIPATION

16. What percentage of your program's delivery methods involve primarily tutors or classroom instructors?

________ % tutor based
________ % instructor based

17. How do you think adult learners find out about this program?

(Select as many as apply)
___ word of mouth
___ paid/public service advertising on radio/tv
___ posters, brochures, bookmarks, etc.
___ newspapers
___ social services
___ public presentation
___ pamphlets
___ information booth
___ referral from another program
___ don't know
___ other, please specify: ______________________________

18. In your opinion, which of the following factors make it difficult for adults to participate in literacy programs?

(Select no more than five)

__ age
__ personal unreadiness
__ fear of failure
__ the perceived stigma of illiteracy
__ not enough time
__ home responsibilities
__ job responsibilities
__ no child care
__ inadequate transportation
__ no place to study or practice
__ insufficient funding
__ no funding for part-time program
__ inability to get funding
__ location of classes/tutorial sessions
__ times of classes/tutorial sessions
__ instructional level in programs is inappropriate
__ registration procedures
__ strict attendance requirements
__ having to wait to begin program
__ fees or material costs
__ eligibility requirements
__ lack access to an existing library
__ lack a resource library
__ lack of awareness about programs
__ regulations of other government agencies
__ inability to transfer between programs within the province
__ lack of tutors
__ lack of ability/commitment on the part of volunteer tutors
__ lack of resources for training tutors
__ lack of program staff
__ other, please specify:
____

D. TEACHING METHODS

19. In your program(s), who teaches adult learners?

(Select as many as apply)

__ volunteer tutor
__ teacher/instructor
__ community/agency personnel
__ don't know
__ other, please specify:
____

20. What instructional methods are used in your program(s)?

(Select as many as apply)

__ one-to-one instruction
__ small group instruction (less than 6)
__ self-paced learning
__ class instruction
__ computer-assisted instruction
__ other, please specify:
____

21. How would you describe your program(s)?

________ % curriculum driven (content/materials based)

________ % individualized

________ % other, please specify:

____

22. *(If Coordinator)* **Do you use any Journeyworkers resource materials in your tutor training?**

__ yes
__ no

23. *(If applicable)* **How do you recruit your tutors?**

(Select as many as apply)

__ no recruitment required
__ word of mouth
__ paid/public service advertising on radio/tv
__ posters, brochures, etc.
__ newspapers
__ social services
__ public presentation
__ pamphlets
__ information booth
__ referral from another program
__ other, please specify: ____________________

E. SUPPORT SERVICES

24. **In your experience, which of the following personal services are requested most often by adult learners?**

(Select no more than three)

__ financial assistance
__ child care services
__ transportation allowances
__ career counseling
__ personal counseling
__ crisis counseling
__ life skills
__ special needs assistance
__ residences/student housing
__ other, please specify: ____________________

25. **In your experience, which of the following instructional resources are requested most often by adult learners?**

(Select as many as apply)

__ tutorial service
__ library
__ resource centre
__ Learning Assistance Centre
__ computer lab
__ other, please specify: ____________________

Thank you for your assistance in completing this questionnaire.

Please return it to:

Advanced Education
Alberta Literacy Inventory Project
Place 800 Building
920 800 6 Avenue S.W.
Calgary, Alberta
T2P 3G3

Alberta

ADVANCED EDUCATION

Instructor/Volunteer Tutor Survey

Instructions:

1. Most of the questions in this survey can be answered with a check mark (√) in the appropriate space.

2. Please read each question carefully before answering. For most of the questions, select from the responses offered. For certain questions multiple responses are required.

3. The confidential information given by you will be used for statistical purposes only. Your name will not be used and will not appear on any of the forms.

4. Please return the completed survey form to our Calgary office using the enclosed addressed stamped envelope before **February 16, 1990**.

Advanced Education
Alberta Literacy Inventory Project
Instructor/Volunteer Tutor Survey

CONFIDENTIAL

Date: ____________________

For Office Use Only

A. BACKGROUND INFORMATION

1. *(At last birthday)* **Your age is:**

__ 19 years old or under
__ 20 - 29 years old
__ 30 - 39 years old
__ 40 - 49 years old
__ 50 - 59 years old
__ 60 years old or over

2. You are:

__ male
__ female

3. You are:

__ now married (excluding separated)
__ separated
__ divorced
__ widowed
__ never married
__ common-law

4. What is the highest educational level you have achieved?

__ some high school
__ high school diploma
__ some college or technical school
__ college or technical school diploma/certificate
__ some university
__ university degree
__ some post-graduate
__ post-graduate degree(s)

B. PROFESSIONAL CHARACTERISTICS

5. What kind of professional development training is available to you?

(Select as many as apply)

__ none
__ workshops
__ conventions, conferences
__ sabbatical leave
__ established plan for ongoing instructor evaluation/improvement
__ financial assistance for outside courses during regular work hours
__ financial assistance for outside courses after regular work hours
__ financial assistance for outside courses both during and after regular work hours
__ other, please specify:
__ in-services
__ access to resource centre
__ membership in professional organizations
__ in-house presentation of courses

____

6. Your position is:

__ full-time
__ part-time
__ volunteer
__ other (i.e. casual)

7. You are a:

(Select one)

__ paid instructor—permanent
__ paid instructor—contract
__ paid tutor
__ volunteer tutor
__ other, please specify: ______________________________

(If paid instructor or paid tutor, please answer the following five questions. If volunteer tutor, please skip to Question 13.)

8. How long have you taught in this program?

__ less than 1 year
__ between 1 and 3 years
__ between 3 and 5 years
__ more than 5 years

9. During an average week, approximately how many hours do you:

Spend at work (in total) _____ hours

Spend in meetings _____ hours

Spend in tutoring/classroom _____ hours

Spend in paper work _____ hours

Spend in preparation time _____ hours

Spend in travel _____ hours

Spend in counseling _____ hours

10. *(If full-time position)* **What is your current annual gross salary?**

__ $19,999 or less
__ $20,000 to $24,999
__ $25,000 to $29,999
__ $30,000 to $34,999
__ $35,000 to $39,999
__ $40,000 or more

11. *(If part-time position)* **What is your current per hour pay?**

__ $14.99 or less
__ $15.00 to $29.99
__ $30.00 to $44.99
__ $45.00 or more

12. What benefits are you eligible to receive?

(Select as many as apply)

__ none
__ health care benefits
__ dental care benefits
__ long term disability
__ group life insurance
__ pension benefits
__ vacation leave
__ illness leaves
__ other special leaves (e.g. paid holidays)
__ WCB, UIC
__ union benefits
__ other, please specify: ______________________________

(Questions 13-21 are to be completed by volunteer tutors only. For paid instructors or paid tutors, please proceed to Section C-Page 4.)

13. How did you find out about this program?

(Select as many as apply)

— word of mouth
— paid/public service advertising on radio/TV
— posters, brochures, bookmarks, etc.
— newspapers
— social services
— public presentation
— pamphlets
— information booth
— referral from another program
— other, please specify: ______________________________

14. How long have you been matched with your present adult learner?

— between 1 and 6 months
— between 6 months and 1 year
— between 1 and 3 years
— between 3 and 5 years
— more than 5 years

15. What is your present employment status?

(Select one)

— employed full-time
— employed part-time
→ *Go to Q. 16*

— seeking employment
— unemployed
— homemaker
— retired
— student
— other
→ *Go to Q. 17*

16. *(If employed)* **What type of work are you doing?**

— managerial/professional
— clerical
— sales or service
— technical or trade
— unskilled
— other, please specify: ______________________________

17. How many years have you worked as a volunteer tutor?

_______ years

18. How much time did you spend training to work as a literacy tutor?

— no training
— 3 hours or less
— 4 - 9 hours
— 10 - 15 hours
— 16 hours or more

19. What did your initial tutor training involve?

— no training
— one-to-one orientation
— formal course or tutorial
— other, please specify:

____

20. If any, which of the following aspects did you perceive as lacking in your tutor training?

(Select as many as apply)

_ none, satisfied with training
_ adults as learners
_ reading comprehension
_ word identification
_ writing
_ spelling
_ available resources
_ stages of literacy
_ special needs learners
_ how to plan tutoring sessions
_ ethics of the tutoring relationship
_ how to check on learners' progress (evaluation)
_ use of different instructional methods and techniques
_ numeracy
_ orientation to literacy
_ other, please specify: ______________________

21. Have you had any previous teaching or tutoring experience?

_ yes
_ no

(Now proceed to Section C.)

C. ADULT LEARNER PARTICIPATION

22. How do you think adult learners find out about this program?

(Select as many as apply)

_ word of mouth
_ paid/public service advertising on radio/TV
_ posters, brochures, bookmarks, etc.
_ newspapers
_ social services
_ public presentation
_ pamphlets
_ information booth
_ referral from another program
_ don't know
_ other, please specify: ______________________

23. *(In this session)* **What is the average number of adult learners you teach at one time?**

_ one-to-one tutoring in matched pair *(if tutor)*
_ one-to-one tutoring on drop-in basis *(if tutor)*
_ one to small group tutoring *(if tutor)*
_ 2-6 learners
_ 7-12 learners
_ 13-20 learners
_ 21-30 learners
_ 31 learners or more

24. *(If paid instructor)* **In your experience, approximately what percentage of learners drop-out before completing this program?**

_ 25 percent or less
_ 26-50 percent
_ 51-75 percent
_ 76 percent or more
_ don't know

25. In your opinion, what are the five most common reasons adult learners drop-out or leave the program?

(Select no more than five)

___ completed objectives
___ end of program year
___ personal illness or disability
___ pregnancy
___ child care problems
___ personal problems
___ transportation problems
___ class time/location problems
___ lack of interest, boredom
___ obtained or changed employment
___ enrolled in other educational program
___ moved away
___ time or family commitments
___ program not appropriate/did not meet needs
___ lack of motivation
___ skills too low
___ student sent to/released from institution
___ lack of success in program
___ needed more individualized help
___ asked to leave
___ don't know
___ other, please specify:

____

26. In your opinion, which of the following factors make it difficult for adults to participate in literacy programs?

(Select no more than five)

___ age
___ personal unreadiness
___ fear of failure
___ the perceived stigma of illiteracy
___ not enough time
___ home responsibilities
___ job responsibilities
___ no child care
___ inadequate transportation
___ no place to study or practice
___ insufficient funding
___ no funding for part-time program
___ inability to get funding
___ location of classes/tutorial sessions
___ times of classes/tutorial sessions
___ instructional level in programs is inappropriate
___ registration procedures
___ strict attendance requirements
___ having to wait to begin program
___ fees or material costs
___ eligibility requirements
___ lack access to an existing library
___ lack a resource library
___ lack of awareness about programs
___ regulations of other government agencies
___ inability to transfer between programs within the province
___ lack of tutors
___ lack of ability/commitment on the part of volunteer tutors
___ lack of resources for training tutors
___ lack of program staff
___ other, please specify:

____

D. TEACHING METHODS/RESOURCES

27. What instructional methods are used in your program(s)?

(Select as many as apply)

___ one-to-one instruction
___ small group instruction (less than 6)
___ self-paced learning
___ class instruction
___ computer-assisted instruction
___ other, please specify:

____

28. How would you describe your program?

________ % curriculum driven (content/materials based)

________ % individualized

________ % other, please specify:

____

29. *(At present)* **Which of the following resources do you feel are needed by your program?**

(Select as many as apply)

___ books
___ workbooks
___ newspapers, periodicals
___ programmed learning packages
___ audio cassettes
___ library resources
___ guest speakers
___ videotapes
___ read-along books
___ computer programs
___ testing materials
___ instructor created resources
___ student created materials
___ hardware/equipment
___ other, please specify:

____

E. SUPPORT SERVICES

30. Which of the following support services are made available to your adult learners ?

(Select as many as apply)

___ no services available
___ financial assistance
___ child care services
___ transportation allowances
___ career counseling
___ personal counseling
___ crisis counseling
___ life skills
___ special needs assistance
___ computer lab
___ other, please specify:

____

31. In your experience, which of the following personal services are requested most often by adult learners?

(Select no more than three)

___ financial assistance
___ child care services
___ transportation allowances
___ career counseling
___ personal counseling
___ crisis counseling
___ life skills
___ special needs assistance
___ residences/student housing
___ other, please specify:

____

32. In your experience, which of the following instructional resources are requested most often by adult learners?

(Select as many as apply)

___ tutorial service
___ library
___ resource centre
___ Learning Assistance Centre
___ computer lab
___ other, please specify:

____

Thank you for your assistance in completing this questionnaire.
Please return it to:

Advanced Education
Alberta Literacy Inventory Project
Place 800 Building
920 800 6 Avenue S.W.
Calgary, Alberta
T2P 3G3

Alberta

ADVANCED EDUCATION

Adult Learner Survey

Instructions:

1. To ensure confidentiality, no names should appear on any of the forms.

2. Please go through the following points before administering the form:

   a) Alberta Advanced Education--sponsored study
   b) provincial survey--involving more than 300 learners
   c) future planning--purpose for learner interviews
   d) confidential--no names or identities will be used
   e) voluntary parcipation--learners may decline to answer
   f) 15 minutes--for each interview
   g) any questions?--ask if there are any questions prior to beginning

3. Please read each question carefully, as well as each of the sub-headings (in bold) to introduce new sections. Where indicated by the phrase "Read list to respondent," please read each of the choices available.

4. Following each interview, record the following information on the form:

   Program name (i.e. College Prep)
   Program type (i.e. tutor based or institution based)
   Program location (i.e Grande Prairie Regional College)
   Program level (i.e. 0-3, 4-6, 7-9, 10-12)
   Literacy region (i.e. 1-11)

Advanced Education
Alberta Literacy Inventory Project
Adult Learner Survey

CONFIDENTIAL

Date: ____________

I'd like to start by asking you a few questions about your background, your education and your present employment situation.

For Office Use Only

A. BACKGROUND INFORMATION

0. ***Subject is:***

___ male
___ female

1. How old are you?

____________ years

2. What is your marital status (are you married)?

___ now married (excluding separated)
___ common-law
→ *Go to Q. 3*

___ separated
___ divorced
___ widowed
___ never married
→ *Go to Q. 4*

3. If you are married (or living common-law), what was the last grade level your spouse (partner) completed?

___ didn't go to school
___ special education (1-6)
___ special education (7-12)
___ less than grade 4
___ between grades 5-9
___ between grades 10-11
___ grade 12 without diploma
___ high school diploma
___ don't know
___ other, please specify:

____

4. How many years have you been out of the regular school system?

___ not applicable (still in school)
___ didn't go to school
___ 1 year or less
___ between 1-3 years
___ between 4-7 years
___ between 8-10 years
___ between 11-20 years
___ 21 years or more
___ don't know

5. What is the last grade you completed in school?

__ didn't go to school in Canada
__ special education (1-6)
__ special education (7-12)
__ less than grade 4
__ between grades 5-9
__ between grades 10-11
__ grade 12 without diploma
__ high school diploma
__ don't know
__ other, please specify: ____________________

6. What was the main reason you stopped your schooling when you did?

__ completed objectives
__ end of program year
__ personal illness or disability
__ pregnancy
__ child care problems
__ personal problems
__ transportation problems
__ class time/location problems
__ lack of interest, boredom
__ obtained or changed employment
__ enrolled in other educational program
__ moved away
__ time or family commitments
__ program not appropriate/did not meet needs
__ lack of motivation
__ skills too low
__ student sent to/released from institution
__ lack of success in program
__ needed more individualized help
__ asked to leave
__ don't know
__ other, please specify: ____________________

7. Since you left school, have you taken any other upgrading classes?

__ yes, previously enrolled in an ABE program
__ yes, previously enrolled in an ESL program
__ yes, previously worked with a tutor
► *Go to Q. 8*

__ no, new enrolment in adult education
__ don't know
__ other, please specify:
► *Go to Q. 9*

____

8. What was the main reason you stopped attending class?

__ completed objectives
__ end of program year
__ personal illness or disability
__ pregnancy
__ child care problems
__ personal problems
__ transportation problems
__ class time/location problems
__ lack of interest, boredom
__ obtained or changed employment
__ enrolled in other educational program
__ moved away
__ time or family commitments
__ program not appropriate/did not meet needs
__ lack of motivation
__ skills too low
__ student sent to/released from institution
__ lack of success in program
__ needed more individualized help
__ asked to leave
__ don't know
__ other, please specify: ____________________

9. What other kinds of schooling or training have you had?

__ none
__ vocational/apprenticeship training
__ college/technical school
__ university
__ adult non-credit courses
__ don't know
__ other, please specify:

____

10. Who looks after your children while you're in school?

__ not applicable, do not have children
__ daycare
__ family member
__ friend
__ babysitter
__ other, please specify:

____

11. What language did you speak as a child?

__ English
__ French
__ Ukranian
__ German
__ Italian
__ other, please specify:

____

12. How do you usually travel to school?

__ public transit (bus/LRT)
__ taxicab
__ school bus
__ provided by institution
__ riding bike
__ walking
__ driving own car
__ driven by family member or friend
__ don't know
__ other, please specify:

____

13. How far away from ____________________ /tutor do you live?
(insert institution name)

__ 0 to 5 kilometers (0 to 3 miles)
__ 6 to 20 kilometers (4 to 12 miles)
__ 21 to 40 kilometers (13 to 24 miles)
__ 41 to 60 kilometers (25 to 36 miles)
__ 61 kilometers or more (37 miles or more)
__ don't know

14. Where do you live?

__ rural, agricultural sectors
__ town (1,000 - 9,999 inhabitants)
__ urban city (10,000 + inhabitants)
__ other

15. Are you presently working?
(Select as many as apply)

__ employed full-time
__ employed part-time
__ casual labour

→ *Go to Q. 16*

__ seeking employment
__ unemployed
__ homemaker
__ full-time student
__ part-time student
__ disabled
__ retired

→ *Go to Q. 17*

__ other, please specify:

____

16. *(If employed)* **What type of work are you doing?**

__ managerial/professional
__ clerical
__ sales or service
__ technical or trade
__ unskilled
__ self-employed
__ other, please specify: ____________________

17. *(If not working)* **How are you supporting yourself financially?**

__ job training/work experience program
__ savings/self supporting
__ unemployment insurance
__ pension
__ workers' compensation
__ student loan
__ grant
__ Canada Manpower (CEIC)
__ AVT (Alberta Vocational Training) allowance
__ social assistance
__ Indian & Northern Affairs
__ no income
__ family support
__ don't know
__ other sources, please specify: ____________________

B. PROGRAM INFORMATION

Now I would like to ask you some questions about the program in which you're presently enrolled.

18. **How did you find out about this program?**

(More than one respondent choice allowed)

__ word of mouth
__ advertising on radio/TV
__ posters, brochures, bookmarks, etc.
__ newspapers
__ social services
__ public presentation
__ pamphlets
__ information booth
__ referral from another program
__ referral from counselor
__ self initiated
__ don't know
__ other, please specify: ____________________

19. **Are you paying tuition fees to take classes and/or tutorial sessions?**

__ yes
__ no
__ no, fees waived
__ don't know

20. **What was the main reason you decided to take this program?**

__ academic goal/prerequisite → *Go to Q. 21*
__ general self improvement → *Go to Q. 22*

21. **Your academic goal(s) is/are:**

(Read list to respondent - select as many as apply)

__ to complete GED (General Educational Development)
__ to obtain grade 10
__ to obtain high school diploma
__ to complete senior matriculation
__ to gain entrance to technical/vocational school
__ to gain entrance to college/university

22. Your personal goal(s) is/are:

(Read list to respondent - select as many as apply)

— to upgrade basic skills
— to improve English skills
— to get a job (unemployed now)
— to get a better job (employed now)
— to gain independence
— to share skills I've learned with family

23. About how long will it take you to achieve your goals?

__________ weeks/months/years *(circle one)* — don't know

24. What, if anything, made it difficult for you to get into the program?

(More than one respondent choice allowed)

— no difficulty
— age
— personal unreadiness
— fear of failure
— the perceived stigma of illiteracy
— not enough time
— home responsibilities
— job responsibilities
— no child care
— inadequate transportation
— no place to study or practice
— insufficient funding
— no funding for part-time program
— inability to get funding
— location of classes/tutorial sessions
— times of classes/tutorial sessions
— instructional level in programs is inappropriate
— registration procedures
— strict attendance requirements
— having to wait to begin program
— fees or material costs
— eligibility requirements
— lack access to an existing library
— lack a resource library
— lack of awareness about programs
— regulations of other government agencies
— inability to transfer between programs within the province
— other, please specify:

____

25. How long did you have to wait to get into this program?

— no wait
— 1 month or less
— between 1-3 months
— between 4-6 months
— between 7-12 months
— 1 year or more
— don't know

26. Are you taught in classes, small groups, or on a one-to-one basis?

— class
— small group (less than 6)
— one-to-one instruction
— other

27. Which kind of learning situation do you prefer?

(Read list to respondent)

— class
— small group (less than 6)
— one-to-one instruction
— other
— don't know

28. How many hours a week do you come to school or meet with your tutor?

— 3 hours or less
— between 3-6 hours
— between 7-10 hours
— between 11-15 hours
— between 16-25 hours
— 26 hours or more
— don't know

29. **If you are assigned homework, which of the following phrases best describes it?**

(Read choices to respondent)

- __ I'm always able to complete it.
- __ I'm usually able to complete it.
- __ I'm never able to complete it.

30. *(Apart from school work)* **How much time each week do you spend reading for pleasure or for information?**

- __ none
- __ 1 hour or less
- __ between 1-3 hours
- __ between 4-6 hours
- __ between 7-10 hours
- __ 11 hours or more
- __ don't know

31. **Which of the following services would you like to have while you are in this program?**

(Read list to respondent)

- __ referral to job/employer
- __ referral to training program
- __ referral to community agency for assistance
- __ counseling
- __ daycare
- __ transportation
- __ medical services
- __ employer sponsorship
- __ extra assistance from a tutor
- __ don't know
- __ other, please specify: ____________________

Thank you for your assistance in completing this questionnaire.
Please return it to:

Advanced Education
Alberta Literacy Inventory Project
Place 800 Building
920 800 6 Avenue S.W.
Calgary, Alberta
T2P 3G3

APPENDIX E

Profile Statistics

Coordinators (Tables E.1 to E.20)

Administrators (Tables E.21 to E.38)

Volunteer Tutors (Tables E.39 to E.58)

Instructors (Tables E.59 to E.79)

Tutored Learners (Tables E.80 to E.110)

0 to 9 Institutional Learners (Tables E.111 to E.141)

10 to 12 Institutional Learners (Tables E.142 to E.172)

Table E.1
Age

	PERCENT	COUNT
19 or less	0	0
20-29	10	6
30-39	40	24
40-49	33	20
50-59	15	9
60+	2	1

Table E.2
Gender

	PERCENT	COUNT
Male	7	4
Female	93	56

Table E.3
Marital Status

	PERCENT	COUNT
Married	90	53
Separated	2	1
Divorced	7	4
Widowed	0	0
Single	0	0
Common-law	2	1

Table E.4
Education

	PERCENT	COUNT
Some high school	2	1
High school diploma	7	4
Some college/tech	7	4
College/tech diploma	12	7
Some university	18	11
University degree	38	23
Some post graduate	8	5
Post graduate degree	8	5

Table E.5
Current Position

	PERCENT	COUNT
Paid coordinator - permanent	36	22
Paid coordinator - contract	64	39

Table E.6
Years Teaching or Tutoring Experience

	PERCENT	COUNT
None	21	13
1 year or less	11	7
Between 1 and 3 years	18	11
Between 4 and 6 years	15	9
Between 7 and 9 years	15	9
10 years or more	20	12

Table E.7
Tenure

	PERCENT	COUNT
1 year or less	42	25
Between 1 and 3 years	40	24
Between 4 and 6 years	12	7
Between 7 and 9 years	5	3
10 years or more	2	1

Table E.8
Years of Program Operation

	PERCENT	COUNT
New (less than 12 months]	13	8
Between 1 and 2 years	23	14
Between 3 and 4 years	15	9
Between 5 and 7 years	17	10
Between 8 and 10 years	25	15
10 years or more	7	4

Table E.9
Job Classification

	PERCENT	COUNT
Full-time	21	13
Part-time	79	48

Table E.10
Annual Gross Salary

	PERCENT	COUNT
$19,999 or less	23	3
$20,000 to $24,999	31	4
$25,000 to $29,999	15	2
$30,000 to $34,999	23	3
$35,000 to $39,999	0	0
$40,000 or more	8	1

Table E.11
Hourly Wage

	PERCENT	COUNT
$14.99 or less	79	37
$15.00 to $29.99	21	10

Table E.12
Benefits
(select as many as apply)

	PERCENT	COUNT
None	37	22
Health care benefits	20	12
Dental care benefits	20	12
Long term disability	13	8
Group life insurance	17	10
Pension benefits	18	11
Vacation leave	40	24
Illness leaves	28	17
Other special leaves e.g. paid holidays	13	8
WCB, UIC	47	28
Union benefits	12	7

Table E.13
Professional Development
(select as many as apply)

	PERCENT	COUNT
Workshops	90	54
Conventions, conferences	95	57
Sabbatical leave	2	1
Established plan for ongoing instructor evaluation/ improvement	10	6
Financial assistance for outside courses during regular work hours	8	5
Financial assistance for outside courses after regular work hours	2	1
Financial assistance for outside courses both during and after regular work hours	27	16
In-services	58	35
Access to resource centre	50	30
Membership in professional organizations	78	47
In-house presentation of courses	30	18

Table E.14
Learner Recruitment Techniques
(select as many as apply)

	PERCENT	COUNT
Word of mouth	100	60
Paid/public service advertising on radio/TV	63	38
Posters, brochures, bookmarks, etc.	70	42
Newspapers	70	42
Social services	72	43
Public presentation	57	34
Pamphlets	62	37
Information booth	47	28
Referral from another program	82	49

Table E.15
Perceived Impediments to Adult Learner Participation
(select no more than five)

	PERCENT	COUNT
Age	8	5
Personal unreadiness	72	44
Fear of failure	70	43
The perceived stigma of illiteracy	61	37
Not enough time	43	26
Home responsibilities	48	29
Job responsibilities	54	33
No child care	23	14
Inadequate transportation	13	8
No place to study or practice	5	3
Insufficient funding	18	11
No funding for part-time program	7	4
Inability to get funding	7	4
Location of classes/tutorial sessions	8	5
Times of classes/tutorial sessions	2	1
Instructional level in programs is inappropriate	2	1
Registration procedures	3	2
Strict attendance requirements	0	0
Having to wait to begin program	10	6
Fees or material costs	2	1
Eligibility requirements	2	1
Lack access to an existing library	0	0
Lack a resource library	2	1
Lack of awareness about programs	51	31
Regulations of other government agencies	3	2
Inability to transfer between programs within the province	0	0
Lack of tutors	20	12
Lack of ability/commitment on the part of volunteer tutors	7	4
Lack of resources for training tutors	2	1
Lack of program staff	2	1
Other	5	3

Table E.16

Program Staff

(select as many as apply)

	PERCENT	COUNT
Volunteer tutor	98	60
Teacher/instructor	16	10
Community/agency personnel	3	2

Table E.17

Instructional Methods

(select as many as apply)

	PERCENT	COUNT
One-to-one instruction	100	61
Small group instruction (less than 6)	23	14
Self-paced learning	43	26
Class instruction	13	8
Computer-assisted instruction	11	7

Table E.18

Use of *Journeyworkers* Resource Materials

	PERCENT	COUNT
Yes	98	58
No	2	1

Table E.19

Methods of Tutor Recruitment

(select as many as apply)

	PERCENT	COUNT
No recruitment required	0	0
Word of mouth	97	58
Paid/public service advertising on radio/TV	50	30
Posters, brochures, etc.	85	51
Newspapers	90	54
Social services	17	10
Public presentation	68	41
Pamphlets	63	38
Information booth	50	30
Referral from another program	37	22

Table E.20

Most Requested Personal Services

(select no more than three)

	PERCENT	COUNT
Financial assistance	32	18
Child care services	16	9
Transportation allowances	14	8
Career counseling	37	21
Personal counseling	54	31
Crisis counseling	12	7
Life skills	49	28
Special needs assistance	33	19
Residences/student housing	0	0
Other	20	12

Table E.21
Age

	PERCENT	COUNT
19 or less	0	0
20-29	0	0
30-39	26	12
40-49	66	31
50-59	9	4
60+	0	0

Table E.22
Gender

	PERCENT	COUNT
Male	52	25
Female	48	23

Table E.23
Marital Status

	PERCENT	COUNT
Married	73	35
Separated	10	5
Divorced	13	6
Widowed	0	0
Single	2	1
Common-law	2	1

Table E.24
Education

	PERCENT	COUNT
Some high school	0	0
High school diploma	0	0
Some college/tech	0	0
College/tech diploma	0	0
Some university	8	4
University degree	27	13
Some post graduate	21	10
Post graduate degree	44	21

Table E.25
Current Position

	PERCENT	COUNT
Program Administrator	58	28
Senior Instructor	25	12
Other	17	8

Table E.26
Years Teaching or Tutoring Experience

	PERCENT	COUNT
None	0	0
1 year or less	4	2
Between 1 and 3 years	2	1
Between 4 and 6 years	23	11
Between 7 and 9 years	23	11
10 years or more	48	23

Table E.27
Job Classification

	PERCENT	COUNT
Full-time	92	44
Part-time	6	3
Other	2	1

Table E.28
Annual Gross Salary

	PERCENT	COUNT
$19,999 or less	0	0
$20,000 to $24,999	2	1
$25,000 to $29,999	0	0
$30,000 to $34,999	5	2
$35,000 to $39,999	7	3
$40,000 or more	86	38

Table E.29
Hourly Wage

	PERCENT	COUNT
$14.99 or less	0	0
$15.00 to $29.99	75	3
$30.00 to $44.99	25	1
$45.00 or more	0	0

Table E.30
Benefits
(select as many as apply)

	PERCENT	COUNT
None	4	2
Health care benefits	92	44
Dental care benefits	88	42
Long term disability	90	43
Group life insurance	94	45
Pension benefits	92	44
Vacation leave	92	44
Illness leaves	92	84
Other special leaves (e.g. paid holidays)	84	40
WCB, UIC	88	42
Union benefits	65	31

Table E.31
Professional Development
(select as many as apply)

	PERCENT	COUNT
Workshops	96	46
Conventions, conferences	94	45
Sabbatical leave	54	26
Established plan for ongoing instructor evaluation/ improvement	56	27
Financial assistance for outside courses during regular work hours	4	2
Financial assistance for outside courses after regular work hours	20	10
Financial assistance for outside courses both during and after regular work hours	42	20
In-services	69	33
Access to resource centre	71	34
Membership in professional organizations	65	31
In-house presentation of courses	63	30

Table E.32
Learner Recruitment Techniques
(select as many as apply)

	PERCENT	COUNT
Word of mouth	98	47
Paid/public service advertising on radio/TV	50	24
Posters, brochures, bookmarks, etc.	65	31
Newspapers	60	29
Social services	69	33
Public presentation	33	16
Pamphlets	58	28
Information booth	48	23
Referral from another program	71	34

Table E.33

Perceived Impediments to Adult Learner Participation

(select no more than five)

	PERCENT	COUNT
Age	15	7
Personal unreadiness	68	32
Fear of failure	62	29
The perceived stigma of illiteracy	34	16
Not enough time	32	15
Home responsibilities	70	33
Job responsibilities	51	24
No child care	49	23
Inadequate transportation	30	14
No place to study or practice	11	5
Insufficient funding	47	22
No funding for part-time program	36	17
Inability to get funding	36	17
Location of classes/tutorial sessions	9	4
Times of classes/tutorial sessions	6	3
Instructional level in programs is inappropriate	11	5
Registration procedures	2	1
Strict attendance requirements	11	5
Having to wait to begin program	30	14
Fees or material costs	9	4
Eligibility requirements	4	2
Lack access to an existing library	4	2
Lack a resource library	4	2
Lack of awareness about programs	30	14
Regulations of other government agencies	17	8
Inability to transfer between programs within the province	4	2
Lack of tutors	9	4
Lack of ability/commitment on the part of volunteer tutors	4	2
Lack of resources for training tutors	6	3
Lack of program staff	9	4

Table E.34
Program Staff
(select as many as apply)

	PERCENT	COUNT
Volunteer tutor	24	11
Teacher/instructor	100	46
Community/agency personnel	2	1
Other	2	1

Table E.35
Instructional Methods
(select as many as apply)

	PERCENT	COUNT
One-to-one instruction	77	36
Small group instruction (less than 6)	79	37
Self-paced learning	70	33
Class instruction	89	42
Computer-assisted instruction	66	31

Table E.36
Methods of Tutor Recruitment
(select as many as apply)

	PERCENT	COUNT
No recruitment required	65	28
Word of mouth	19	8
Paid/public service advertising on radio/TV	5	2
Posters, brochures, etc.	7	3
Newspapers	19	8
Social services	5	2
Public presentation	0	0
Pamphlets	5	2
Information booth	2	1
Referral from another program	12	5
Other	7	3

Table E.37

Most Requested Personal Services

(select no more than three)

	PERCENT	COUNT
Financial assistance	92	44
Child care services	46	22
Transportation allowances	15	7
Career counseling	54	26
Personal counseling	48	23
Crisis counseling	25	12
Life skills	33	16
Special needs assistance	17	8
Residences/student housing	10	5
Other	0	0

Table E.38

Resources Most Requested

(select as many as apply)

	PERCENT	COUNT
Tutorial service	64	27
Library	24	10
Resource centre	19	8
Learning Assistance Centre	45	19
Computer lab	33	14

Table E.39
Age

	PERCENT	COUNT
19 or less	<1	1
20-29	12	21
30-39	24	43
40-49	25	46
50-59	16	29
60+	23	42

Table E.40
Gender

	PERCENT	COUNT
Male	12	22
Female	88	160

Table E.41
Marital Status

	PERCENT	COUNT
Married	65	177
Separated	2	3
Divorced	7	13
Widowed	7	13
Single	16	29
Common-law	3	6

Table E.42
Education

	PERCENT	COUNT
Some high school	6	11
High school diploma	13	24
Some college/tech	9	17
College/tech diploma	17	31
Some university	18	33
University degree	23	41
Some post graduate	7	12
Post graduate degree	7	13

Table E.43
Professional Development
(select as many as apply)

	PERCENT	COUNT
None	7	12
Workshop	76	130
Conventions, conferences	42	71
Sabbatical leave	1	2
Est. plan for evaluation	9	15
Financial assistance for courses during work hours	2	3
Financial assistance for courses after work hours	1	2
Financial assistance for courses both during and after regular work hours	2	4
In-services	32	55
Access to resource centre	60	102
Membership in professional organizations	16	28
In-house presentation of courses	19	32

Table E.44
Tutor Recruitment Techniques
(select as many as apply)

	PERCENT	COUNT
Word of mouth	39	70
Paid/public service advertising on radio/TV	14	25
Posters, brochures, bookmarks, etc.	23	41
Newspapers	46	82
Social services	2	4
Public presentation	4	8
Pamphlets	13	24
Information booth	8	15
Referral from another program	2	3

Table E.45
Length of Tutor/Student Match

	PERCENT	COUNT
Between 1-6 months	54	92
Between 6 months and 1 year	19	33
Between 1 and 3 years	23	39
Between 3-5 years	4	6
More than 5 years	0	0

Table E.46
Employment Status

	PERCENT	COUNT
Employed full-time	31	55
Employed part-time	19	34
Seeking employment	4	8
Unemployed	4	8
Homemaker	26	46
Retired	18	33
Student	3	6

Table E.47
Type of Employment

	PERCENT	COUNT
Managerial/professional	57	47
Clerical	19	16
Sales or service	11	9
Technical or trade	8	7
Unskilled	5	4

Table E.48
Time Spent in Tutor Training

	PERCENT	COUNT
No training	9	17
3 hours or less	12	22
4-9 hours	32	57
10-15 hours	38	68
16 hours or more	9	16

Table E.49
Type of Initial Tutor Training

	PERCENT	COUNT
No training	7	12
One-to-one orientation	23	41
Formal course or tutorial	77	138

Table E.50
Tutor Training Deficiencies
(select as many as apply)

	PERCENT	COUNT
None, satisfied with training	32	53
Adults as learners	7	11
Reading comprehension	6	10
Word identification	5	9
Writing	5	9
Spelling	11	18
Available resources	15	24
Stages of literacy	17	29
Special needs learners	22	37
How to plan tutoring sessions	20	33
Ethics of the tutoring relationship	4	6
How to check on learners' progress (evaluation)	33	55
Use of different instructional methods and techniques	25	41
Numeracy	8	14
Orientation to literacy	2	3

Table E.51
Previous Teaching/Tutoring Experience

	PERCENT	COUNT
Yes	54	98
No	46	83

Table E.52
Learner Recruitment Techniques
(select as many as apply)

	PERCENT	COUNT
Word of mouth	85	153
Paid/public service advertising on radio/TV	38	69
Posters, brochures, bookmarks etc.	32	58
Newspapers	38	69
Social services	51	92
Public presentations	14	25
Pamphlets	22	39
Information booth	21	38
Referral from another program	54	97
Don't know	3	5

Table E.53

Number of Learners Taught

	PERCENT	COUNT
One-to-one tutoring in matched pair	91	153
One-to-one tutoring on drop-in basis	3	5
One to small group tutoring	3	5
2-6 learners	3	5
7-12 learners	<1	1

Table E.54

Reasons for Learner Drop-out

(select no more than five)

	PERCENT	COUNT
Completed objectives	31	54
End of program year	15	27
Personal illness or disability	10	18
Pregnancy	2	4
Child care problems	12	21
Personal problems	49	86
Transportation problems	12	21
Class time/location problems	13	23
Lack of interest/boredom	18	31
Obtained or changed employment	38	67
Enrolled in other education program	20	36
Moved away	29	51
Time or family commitments	43	76
Program not appropriate/ did not meet needs	14	24
Lack of motivation	44	77
Skills too low	10	17
Student sent to/released from institution	4	7
Lack of success in program	14	25
Needed more individualized help	9	16
Asked to leave	0	0
Don't know	13	23

Table E.55
Perceived Impediments to Adult Learner Participation
(select no more than five)

	PERCENT	COUNT
Age	16	28
Personal unreadiness	37	67
Fear of failure	66	119
The perceived stigma of illiteracy	57	102
Not enough time	28	51
Home responsibilities	43	78
Job responsibilities	39	71
No child care	21	37
Inadequate transportation	11	19
No place to study or practice	8	15
Insufficient funding	8	14
No funding for part-time program	6	11
Inability to get funding	5	9
Location of classes/tutorial sessions	6	11
Times of classes/tutorial sessions	3	6
Instructional level in programs is inappropriate	3	5
Registration procedures	0	0
Strict attendance requirements	1	2
Having to wait to begin program	9	16
Fees or material costs	4	7
Eligibility requirements	<1	1
Lack access to an existing library	<1	1
Lack a resource library	1	2
Lack of awareness about programs	40	72
Regulations of other government agencies	2	3
Inability to transfer between programs within the province	0	0
Lack of tutors	22	40
Lack of ability/commitment on the part of volunteer tutors	4	8
Lack of resources for training tutors	5	9
Lack of program staff	4	7

Table E.56
Resources Needed by Program
(select as many as apply)

	PERCENT	COUNT
Books	42	72
Workbooks	56	97
Newspapers, periodicals	19	32
Programmed learning packages	37	63
Audio cassettes	27	47
Library resources	24	41
Guest speakers	11	19
Videotapes	22	38
Read-along books	36	62
Computer programs	15	26
Testing materials	26	44
Instructor created resources	22	37
Student created resources	15	25
Hardware/equipment	9	15

Table E.57
Available Support Services
(select as many as apply)

	PERCENT	COUNT
No services available	32	53
Financial assistance	17	28
Child care services	7	11
Transportation allowances	2	4
Career counseling	16	27
Personal counseling	32	52
Crisis counseling	10	16
Life skills	18	29
Special needs assistance	11	18
Computer lab	5	8

Table E.58

Most Requested Personal Services

(select no more than three)

	PERCENT	COUNT
Financial assistance	28	44
Child care services	23	36
Transportation allowances	10	16
Career counseling	29	45
Personal counseling	37	57
Crisis counseling	6	9
Life skills	34	52
Special needs assistance	14	22
Residences/student housing	2	3

Table E.59
Age

	PERCENT	COUNT
19 or less	0	0
20-29	8	11
30-39	35	50
40-49	43	62
50-59	13	19
60+	1	2

Table E.60
Gender

	PERCENT	COUNT
Male	32	46
Female	68	98

Table E.61
Marital Status

	PERCENT	COUNT
Married	76	108
Separated	<1	1
Divorced	6	9
Widowed	<1	1
Single	14	20
Common-law	2	3

Table E.62
Education

	PERCENT	COUNT
Some high school	0	0
High school diploma	<1	1
Some college/tech	<1	1
College/tech diploma	2	3
Some university	4	6
University degree	53	76
Some post graduate	19	28
Post graduate degree	20	29

Table E.63

Professional Development

(select as many as apply)

	PERCENT	COUNT
None	1	2
Workshop	80	115
Conventions, conferences	79	113
Sabbatical leave	34	49
Est. plan for evaluation	45	64
Financial assistance for courses during work hours	1	2
Financial assistance for courses after work hours	20	29
Financial assistance for courses both during and after regular work hours	20	28
In-services	68	97
Access to resource centre	56	80
Membership in professional organizations	57	81
In-house presentation of courses	34	48
Other	<1	1

Table E.64

Job Classification

	PERCENT	COUNT
Full-time	74	107
Part-time	24	34
Volunteer	0	0
Other	2	3

Table E.65

Current Position

	PERCENT	COUNT
Paid instructor - permanent	39	56
Pad instructor - contract	57	82
Paid tutor	0	0
Volunteer tutor	0	0
Other	4	6

Table E.66
Tenure

	PERCENT	COUNT
Less than 1 year	17	24
Between 1 and 3 years	23	33
Between 3 and 5 years	19	27
More than 5 years	41	58

Table E.67
Annual Gross Salary

	PERCENT	COUNT
$19,999 or less	3	3
$20,000 to $24,999	4	4
$25,000 to $29,999	8	8
$30,000 to $34,999	15	16
$35,000 to $39,999	30	31
$45,000 or more	40	42

Table E.68
Hourly Wage

	PERCENT	COUNT
$14.99 or less	3	1
$15.00 to $29.99	68	25
$30.00 to $44.99	22	8
$45.00 or more	8	3

Table E.69
Benefits
(select as many as apply)

	PERCENT	COUNT
None	18	26
Health care benefits	73	104
Dental care benefits	53	76
Long term disability	60	86
Group life insurance	70	100
Pension benefits	64	92
Vacation leave	55	78
Illness leaves	63	90
Other special leaves (e.g. paid holidays)	48	69
WCB, UIC	64	91
Union benefits	46	66

Table E.70
Learner Recruitment Techniques
(select as many as apply)

	PERCENT	COUNT
Word of mouth	93	134
Paid/public service advertising on radio/TV	26	37
Posters, brochures, bookmarks etc.	49	71
Newspapers	49	71
Social services	67	96
Public presentations	19	27
Pamphlets	38	54
Information booth	24	35
Referral from another program	69	99
Don't know	3	4
Other	9	13

Table E.71
Number of Learners Taught

	PERCENT	COUNT
One-to-one tutoring in matched pair	0	0
One-to-one tutoring on drop-in basis	<1	1
One to small group tutoring	0	0
2-6 learners	9	12
7-12 learners	33	43
13-20 learners	31	40
21-30 learners	18	23
31 learners or more	8	10

Table E.72
Percentage of Student Attrition

	PERCENT	COUNT
25 percent or less	64	89
26-50 percent	27	38
51-75 percent	3	4
76 percent or more	1	2
Don't know	4	6

Table E.73
Reasons for Learner Drop-out
(select no more than five)

	PERCENT	COUNT
Completed objectives	26	37
End of program year	20	29
Personal illness or disability	30	43
Pregnancy	9	13
Child care problems	44	63
Personal problems	73	103
Transportation problems	15	22
Class time/location problems	6	8
Lack of interest/boredom	13	19
Obtained or changed employment	33	47
Enrolled in other education program	11	16
Moved away	15	21
Time or family commitments	44	63
Program not appropriate/ did not meet needs	7	10
Lack of motivation	45	64
Skills too low	15	22
Student sent to/released from institution	7	10
Lack of success in program	20	29
Needed more individualized help	10	14
Asked to leave	6	9
Don't know	0	0
Other	19	27

Table E.74

Perceived Impediments to Adult Learner Participation

(select no more than five)

	PERCENT	COUNT
Age	8	12
Personal unreadiness	47	67
Fear of failure	60	86
The perceived stigma of illiteracy	29	41
Not enough time	13	19
Home responsibilities	58	83
Job responsibilities	30	43
No child care	27	39
Inadequate transportation	13	19
No place to study or practice	4	6
Insufficient funding	53	76
No funding for part-time program	19	27
Inability to get funding	23	33
Location of classes/tutorial sessions	2	3
Times of classes/tutorial sessions	6	8
Instructional level in programs is inappropriate	4	6
Registration procedures	4	6
Strict attendance requirements	10	15
Having to wait to begin program	13	19
Fees or material costs	9	13
Eligibility requirements	5	7
Lack access to an existing library	<1	1
Lack a resource library	<1	1
Lack of awareness about programs	27	39
Regulations of other government agencies	6	9
Inability to transfer between programs within the province	<1	1
Lack of tutors	5	7
Lack of ability/commitment on the part of volunteer tutors	2	3
Lack of resources for training tutors	1	2
Lack of program staff	4	5
Other	6	9

Table E.75
Instructional Methods
(select as many as apply)

	PERCENT	COUNT
One-to-one instruction	75	108
Small group instruction (less than 6)	65	93
Self-paced learning	63	91
Class instruction	87	125
Computer-assisted instruction	49	71
Other	6	8

Table E.76
Resources Needed by Program
(select as many as apply)

	PERCENT	COUNT
Books	54	74
Workbooks	40	55
Newspapers, periodicals	31	43
Programmed learning packages	35	48
Audio cassettes	17	23
Library resources	40	55
Guest speakers	24	33
Videotapes	43	59
Read-along books	20	28
Computer programs	45	62
Testing materials	43	59
Instructor created resources	43	59
Student created resources	23	31
Hardware/equipment	31	43
Other	7	10

Table E.77
Available Support Services
(select as many as apply)

	PERCENT	COUNT
No services available	3	5
Financial assistance	78	112
Child care services	32	46
Transportation allowances	15	22
Career counseling	81	116
Personal counseling	75	108
Crisis counseling	41	59
Life skills	56	81
Special needs assistance	26	37
Computer lab	56	80
Other	10	15

Table E.78
Most Requested Personal Services
(select no more than three)

	PERCENT	COUNT
Financial assistance	88	125
Child care services	48	68
Transportation allowances	13	19
Career counseling	45	64
Personal counseling	48	68
Crisis counseling	16	23
Life skills	16	23
Special needs assistance	15	21
Residences/student housing	13	19
Other	3	4

Table E.79
Resources Most Requested
(select as many as apply)

	PERCENT	COUNT
Tutorial services	67	90
Library	34	46
Resource centre	22	30
Learning Assistance Centre	44	59
Computer lab	27	37

Table E.80
Gender

	PERCENT	COUNT
Male	53	109
Female	47	95

Table E.81
Age

	PERCENT	COUNT
19 or less	2	5
20-29	33	66
30-39	27	55
40-49	21	42
50-59	11	22
60+	5	11

Table E.82
Marital Status

	PERCENT	COUNT
Married	54	109
Separated	2	5
Divorced	7	15
Widowed	3	6
Single	28	56
Common-law	6	12

Table E.83
Spouse's Education

	PERCENT	COUNT
Didn't go to school	2	3
Special education (1-6)	3	4
Special education (7-12)	2	3
Less than grade 4	2	2
Between grades 5-9	24	29
Between grades 10-11	20	25
Grade 12 without diploma	8	10
High school diploma	20	25
Post-secondary	11	13
Don't know	3	4
Other	3	4

Table E.84
Years Out of School

	PERCENT	COUNT
Still in school	2	4
Didn't go to school	4	9
1 year or less	2	4
Between 1-3 years	3	7
Between 4-7 years	8	17
Between 8-10 years	16	32
Between 11-20 years	28	57
21 years or more	36	74
Don't know	<1	1

Table E.85
Last Grade Completed

	PERCENT	COUNT
Didn't go to school in Canada	21	43
Special education (1-6)	5	11
Special education (7-12)	3	6
Less than grade 4	12	25
Between grades 5-9	34	69
Between grades 10-11	12	25
Grade 12 without diploma	2	4
High school diploma	4	9
No schooling	3	6
Don't know	2	4
Other	1	3

Table E.86
Reason for Stopping School

	PERCENT	COUNT
Completed objectives	11	22
End of program year	3	5
Personal illness or disability	7	13
Pregnancy	1	2
Child care problems	1	2
Personal problems	8	16
Transportation problems	1	2
Class time/location problems	2	3
Lack of interest, boredom	19	38
Obtained or changed employment	8	15
Enrolled in other education program	2	3
Moved away	8	15
Time or family commitments	10	20
Program not appropriate/did not meet needs	6	12
Lack of motivation	8	15
Skills too low	13	25
Student sent to/released from institution	1	2
Lack of success in program	12	23
Needed more individualized help	20	39
Asked to leave	2	4
Don't know	4	7
Other	4	7

Table E.87
Other Upgrading Classes

	PERCENT	COUNT
Yes, previously enrolled in an ABE program	23	45
Yes, previously enrolled in an ESL program	9	17
Yes, previously worked with a tutor	15	30
No, new enrolment in adult education	51	100
Don't know	0	0
Other	2	3

Table E.88
Reason For Stopping Upgrading

	PERCENT	COUNT
Completed objectives	7	6
End of program year	25	22
Personal illness or disability	5	4
Pregnancy	3	3
Child care problems	2	2
Personal problems	7	6
Transportation problems	1	1
Class time/location problems	1	1
Lack of interest, boredom	3	3
Obtained or changed employment	11	10
Enrolled in other education program	2	2
Moved away	9	8
Time or family commitments	7	6
Program not appropriate/did not meet needs	8	7
Lack of motivation	5	4
Skills too low	7	6
Student sent to/released from institution	2	2
Lack of success in program	3	3
Needed more individualized help	13	11
Asked to leave	0	0
Don't know	1	1
Other	9	8

Table E.89
Other Schooling/Training

	PERCENT	COUNT
None	57	115
Vocational/apprenticeship training	24	49
College/technical school	8	17
University	2	4
Adult non-credit courses	12	25
Don't know	<1	2
Other	<1	2

Table E.90
Child Care Provider

	PERCENT	COUNT
Not applicable, do not have children	50	87
Daycare	5	9
Family member	24	42
Friend	0	0
Babysitter	5	9
Children in school	9	15
Adult children - n/a	9	16

Table E.91
Language Spoken as Child

	PERCENT	COUNT
English	49	100
French	8	17
Ukrainian	<1	1
German	8	16
Italian	2	5
Chinese	7	14
Native (aboriginal)	10	20
Other	16	32

Table E.92
Travel to School

	PERCENT	COUNT
Public transit (bus/LRT)	10	18
Taxicab	<1	1
School bus	4	7
Provided by institution	<1	1
Riding bike	0	0
Walking	18	33
Driving own car	49	89
Driven by family member or friend	7	12
Meet at home - n/a	11	20

Table E.93
Distance to Tutor

	PERCENT	COUNT
0-5 km	56	114
6-20 km	28	57
21-40 km	11	22
41-60 km	1	3
61 + km	2	4
Don't know	2	4

Table E.94
Location of Learner

	PERCENT	COUNT
Rural, agricultural sectors	20	42
Town (1,000-9,999 inhabitants)	37	76
Urban city (10,000 + inhabitants)	38	77
Other	5	10

Table E.95
Employment Status

	PERCENT	COUNT
Employed full-time	37	77
Employed part-time	14	30
Casual labour	5	10
Seeking Employment	6	13
Unemployed	11	23
Homemaker	16	33
Full-time student	10	20
Part-time student	88	183
Disabled	3	6
Retired	6	12

Table E.96
Type of Work

	PERCENT	COUNT
Managerial/professional	3	3
Clerical	<1	1
Sales or service	16	19
Technical or trade	25	30
Unskilled	44	53
Self-employed	12	14
Other	0	0

Table E.97
Financial Support

	PERCENT	COUNT
Job training/work experience program	4	4
Savings/self supporting	10	11
Unemployment insurance	7	7
Pension	10	11
Workers' compensation	3	3
Student loan	0	0
Grant	<1	1
Canada Manpower (CEIC)	<1	1
AVT (Alberta Vocational Training) allowance	16	17
Social assistance	28	30
Indian & Northern Affairs	4	4
No income	2	2
Family support	28	30
Don't know	0	0
Other	<1	1

Table E.98
Student Recruitment Techniques
(select as many as apply)

	PERCENT	COUNT
Word of mouth	48	99
Paid/public service advertising on radio/TV	8	17
Posters, brochures, bookmarks etc.	9	19
Newspapers	14	28
Social services	4	8
Public presentations	1	3
Pamphlets	2	5
Information booth	2	5
Referral from another program	8	17
Referral from counselor	10	21
Self initiated	10	20
Other	<1	2

Table E.99
Charged Tuition Fees

	PERCENT	COUNT
Yes	19	38
No	80	163
No, fees waived	1	3

Table E.100
Reason for Schooling

	PERCENT	COUNT
Academic goal/prerequisite	24	50
General self improvement	76	155

Table E.101
Academic Goals

	PERCENT	COUNT
To complete GED (General Educational Development)	31	27
To obtain grade 10	19	17
To obtain high school diploma	28	25
To complete senior matriculation	5	4
To gain entrance to technical/ vocational school	27	24
To gain entrance to college/ university	15	13

Table E.102
Personal Goals

	PERCENT	COUNT
To upgrade basic skills	55	111
To improve English skills	59	119
To get a job	18	36
To get a better job	26	53
To gain independence	35	71
to share skills I've learned with family	24	49

Table E.103
Difficulties Encountered Entering Program
(select as many as apply)

	PERCENT	COUNT
No difficulty	59	120
Age	3	7
Personal unreadiness	6	12
Fear of failure	11	22
The perceived stigma of illiteracy	4	8
Not enough time	9	19
Home responsibilities	8	17
Job responsibilities	7	15
No child care	<1	1
Inadequate transportation	<1	2
No place to study or practice	1	3
Insufficient funding	4	8
No funding for part-time program	3	6
Inability to get funding	<1	2
Location of classes/tutorial sessions	3	6
Times of classes/tutorial sessions	4	8
Instructional level in programs is inappropriate	2	4
Registration procedures	<1	1
Strict attendance requirements	<1	1
Having to wait to begin program	8	16
Fees or material costs	<1	2
Eligibility requirements	<1	2
Lack access to an existing library	0	0
Lack a resource library	<1	1
Lack of awareness about programs	10	20
Regulations of other government agencies	<1	1
Inability to transfer between programs within the province	0	0
Other	3	6

Table E.104
Wait to Begin Program

	PERCENT	COUNT
No wait	40	83
1 month or less	33	68
Between 1-3 months	15	31
Between 4-6 months	6	13
Between 7-12 months	2	5
1 year or more	2	5
Don't know	<1	2

Table E.105
Learning Situation

	PERCENT	COUNT
Class	11	21
Small group (less than 6)	8	15
One-to-one instruction	81	156

Table E.106
Preferred Learning Situation

	PERCENT	COUNT
Class	11	22
Small group (less than 6]	15	30
One-to-one instruction	69	138
Other	<1	1
Don't know	4	8

Table E.107
Hours With Tutor

	PERCENT	COUNT
3 hours or less	60	123
Between 3-6 hours	22	46
Between 7-10 hours	3	6
Between 11-15 hours	2	4
Between 16-25 hours	10	21
26 hours or more	1	3
Don't know	<1	2

Table E.108
Homework Completion

	PERCENT	COUNT
Always able to complete it	34	65
Usually able to complete it	61	116
Never able to complete it	5	9

Table E.109
Time Spent Reading for Pleasure or Information (weekly)

	PERCENT	COUNT
None	9	18
1 hour or less	20	40
Between 1-3 hours	36	73
Between 4-6 hours	17	35
Between 7-10 hours	8	16
11 hours or more	7	15
Don't know	2	5

Table E.110
Services Requested
(select as many as apply)

	PERCENT	COUNT
Referral to job/employer	20	36
Referral to training program	21	38
Referral to community agency for assistance	4	7
Counseling	11	20
Daycare	4	8
Transportation	7	13
Medical services	4	7
Employer sponsorship	10	18
Extra assistance from a tutor	25	45
Don't know	21	38
Other	3	6

ADVANCED EDUCATION - ALBERTA LITERACY INVENTORY PROJECT

Adult Learner Survey
(0-9 institutional students)

Table E.111
Gender

	PERCENT	COUNT
Male	34	22
Female	66	43

Table E.112
Age

	PERCENT	COUNT
19 or less	6	4
20-29	46	30
30-39	30	20
40-49	15	10
50-59	2	1
60+	0	0

Table E.113
Marital Status

	PERCENT	COUNT
Married	20	13
Separated	11	7
Divorced	12	8
Widowed	2	1
Single	40	26
Common-law	15	10

Table E.114
Spouse's Education

	PERCENT	COUNT
Didn't go to school	5	1
Special education (1-6)	0	0
Special education (7-12)	0	0
Less than grade 4	5	1
Between grades 5-9	24	5
Between grades 10-11	19	4
Grade 12 without diploma	19	4
High school diploma	24	5
Post-secondary	5	1
Don't know	0	0
Other	0	0

Table E.115
Years Out of School

	PERCENT	COUNT
Still in school	0	0
Didn't go to school	2	1
1 year or less	3	2
Between 1-3 years	14	9
Between 4-7 years	15	10
Between 8-10 years	12	8
Between 11-20 years	34	22
21 years or more	20	13
Don't know	0	0

Table E.116
Last Grade Completed

	PERCENT	COUNT
Didn't go to school in Canada	11	7
Special education (1-6)	0	0
Special education (7-12)	6	4
Less than grade 4	2	1
Between grades 5-9	55	36
Between grades 10-11	18	12
Grade 12 without diploma	2	1
High school diploma	5	3
No schooling	0	0
Don't know	2	1
Other	0	0

Table E.117
Reason for Stopping School

	PERCENT	COUNT
Completed objectives	8	5
End of program year	5	3
Personal illness or disability	2	1
Pregnancy	8	5
Child care problems	0	0
Personal problems	26	17
Transportation problems	0	0
Class time/location problems	2	1
Lack of interest, boredom	15	10
Obtained or changed employment	11	7
Enrolled in other education program	2	1
Moved away	5	3
Time or family commitments	5	3
Program not appropriate/did not meet needs	5	3
Lack of motivation	5	3
Skills too low	3	2
Student sent to/released from institution	2	1
Lack of success in program	3	2
Needed more individualized help	3	2
Asked to leave	0	0
Don't know	2	1
Other	8	5

Table E.118
Other Upgrading Classes

	PERCENT	COUNT
Yes, previously enrolled in an ABE program	32	21
Yes, previously enrolled in an ESL program	8	5
Yes, previously worked with a tutor	0	0
No, new enrolment in adult education	58	38
Don't know	0	0
Other	2	1

Table E.119
Reason For Stopping Upgrading

	PERCENT	COUNT
Completed objectives	4	1
End of program year	27	7
Personal illness or disability	4	1
Pregnancy	4	1
Child care problems	8	2
Personal problems	12	3
Transportation problems	0	0
Class time/location problems	8	2
Lack of interest, boredom	8	2
Obtained or changed employment	0	0
Enrolled in other education program	0	0
Moved away	8	2
Time or family commitments	4	1
Program not appropriate/did not meet needs	0	0
Lack of motivation	0	0
Skills too low	0	0
Student sent to/released from institution	0	0
Lack of success in program	4	1
Needed more individualized help	0	0
Asked to leave	0	0
Don't know	0	0
Other	8	2

Table E.120
Other Schooling/Training

	PERCENT	COUNT
None	48	31
Vocational/apprenticeship training	28	18
College/technical school	9	6
University	0	0
Adult non-credit courses	14	9
Don't know	0	0
Other	3	2

Table E.121
Child Care Provider

	PERCENT	COUNT
Not applicable, do not have children	42	27
Daycare	14	9
Family member	17	11
Friend	0	0
Babysitter	9	6
Children in school	17	11
Adult children - n/a	3	2

Table E.122
Language Spoken as Child

	PERCENT	COUNT
English	58	38
French	9	6
Ukrainian	0	0
German	2	1
Italian	0	0
Chinese	0	0
Native (aboriginal)	17	11
Other	14	9

Table E.123
Travel to School

	PERCENT	COUNT
Public transit (bus/LRT)	20	13
Taxicab	0	0
School bus	3	2
Provided by institution	0	0
Riding bike	0	0
Walking	28	18
Driving own car	31	20
Driven by family member or friend	17	11
Meet at home - n/a	0	0

Table E.124
Distance to Institution

	PERCENT	COUNT
0-5 km	59	37
6-20 km	32	20
21-40 km	2	1
41-60 km	5	3
61 + km	2	1
Don't know	2	1

Table E.125
Location of Learner

	PERCENT	COUNT
Rural, agricultural sectors	9	6
Town (1,000-9,999 inhabitants)	32	21
Urban city (10,000 + inhabitants)	52	34
Other	6	4

Table E.126
Employment Status

	PERCENT	COUNT
Employed full-time	8	5
Employed part-time	15	10
Casual labour	3	2
Seeking Employment	0	0
Unemployed	3	2
Homemaker	6	4
Full-time student	78	51
Part-time student	22	14
Disabled	2	1
Retired	0	0
Other	3	2

Table E.127
Type of Work

	PERCENT	COUNT
Managerial/professional	0	0
Clerical	18	3
Sales or service	47	8
Technical or trade	6	1
Unskilled	18	3
Self-employed	12	2

Table E.128
Financial Support

	PERCENT	COUNT
Job training/work experience program	0	0
Savings/self supporting	3	2
Unemployment insurance	0	0
Pension	3	2
Workers' compensation	3	2
Student loan	8	5
Grant	0	0
Canada Manpower (CEIC)	7	4
AVT (Alberta Vocational Training) allowance	53	31
Social assistance	20	12
Indian & Northern Affairs	5	3
No income	0	0
Family support	17	10
Don't know	0	0

Table E.129
Learner Recruitment Techniques
(select as many as apply)

	PERCENT	COUNT
Word of mouth	58	37
Paid/public service advertising on radio/TV	0	0
Posters, brochures, bookmarks etc.	11	7
Newspapers	5	3
Social services	5	3
Public presentations	0	0
Pamphlets	3	2
Information booth	0	0
Referral from another program	2	1
Referral from counselor	17	11
Self initiated	20	13
Other	2	1

Table E.130
Charged Tuition Fees

	PERCENT	COUNT
Yes	22	14
No	71	45
No, fees waived	3	2
Don't know	3	2

Table E.131
Reason for Schooling

	PERCENT	COUNT
Academic goal/prerequisite	55	36
General self improvement	45	29

Table E.132
Academic Goals

	PERCENT	COUNT
To complete GED (General Educational Development)	10	4
To obtain grade 10	8	3
To obtain high school diploma	46	18
To complete senior matriculation	3	1
To gain entrance to technical/ vocational school	33	13
To gain entrance to college/ university	44	17

Table E.133
Personal Goals

	PERCENT	COUNT
To upgrade basic skills	50	24
To improve English skills	35	17
To get a job	48	23
To get a better job	29	14
To gain independence	25	12
To share skills I've learned with family	15	7

Table E.134

Difficulties Encountered Entering Program

(select as many as apply)

	PERCENT	COUNT
No difficulty	53	34
Age	2	1
Personal unreadiness	5	3
Fear of failure	5	3
The perceived stigma of illiteracy	2	1
Not enough time	0	0
Home responsibilities	3	2
Job responsibilities	5	3
No child care	2	1
Inadequate transportation	0	0
No place to study or practice	2	1
Insufficient funding	11	7
No funding for part-time program	3	2
Inability to get funding	8	5
Location of classes/tutorial sessions	2	1
Times of classes/tutorial sessions	0	0
Instructional level in programs is inappropriate	0	0
Registration procedures	2	1
Strict attendance requirements	0	0
Having to wait to begin program	3	2
Fees or material costs	0	0
Eligibility requirements	5	3
Lack access to an existing library	0	0
Lack a resource library	0	0
Lack of awareness about programs	3	2
Regulations of other government agencies	3	2
Inability to transfer between programs within the province	0	0
Other	8	5

Table E.135
Wait to Begin Program

	PERCENT	COUNT
No wait	31	20
1 month or less	23	15
Between 1-3 months	20	13
Between 4-6 months	12	8
Between 7-12 months	6	4
1 year or more	6	4
Don't know	2	1

Table E.136
Learning Situation

	PERCENT	COUNT
Class	50	30
Small group (less than 6)	17	10
One-to-one instruction	32	19
Other	2	1

Table E.137
Hours Attending School (per week)

	PERCENT	COUNT
Less than 3	2	1
3-6	11	7
7-10	8	5
11-15	3	2
16-25	22	14
26+	54	35
Don't know	2	1

Table E.138
Preferred Learning Situation

	PERCENT	COUNT
Class	37	23
Small group (less than 6)	29	18
One-to-one instruction	27	17
Other	5	3
Don't know	2	1

Table E.139
Homework Completion

	PERCENT	COUNT
Always able to complete it	45	29
Usually able to complete it	53	34
Never able to complete it	2	1

Table E.140
Time Spent Reading for Pleasure or Information (weekly)

	PERCENT	COUNT
None	8	5
1 hour or less	12	8
Between 1-3 hours	28	18
Between 4-6 hours	28	18
Between 7-10 hours	17	11
11 hours or more	6	4
Don't know	2	1

Table E.141
Services Requested

	PERCENT	COUNT
Referral to job/employer	22	14
Referral to training program	34	22
Referral to community agency for assistance	6	4
Counseling	11	7
Daycare	14	9
Transportation	11	7
Medical services	12	8
Employer sponsorship	9	6
Extra assistance from a tutor	22	14
Don't know	12	8
Other	6	2

ADVANCED EDUCATION - ALBERTA LITERACY INVENTORY PROJECT
Adult Learner Survey
(10-12 institutional students)

Table E.142
Gender

	PERCENT	COUNT
Male	36	63
Female	64	111

Table E.143
Age

	PERCENT	COUNT
19 or less	11	20
20-29	54	94
30-39	26	45
40-49	9	15
50-59	0	0
60+	0	0

Table E.144
Marital Status

	PERCENT	COUNT
Married	30	52
Separated	6	11
Divorced	9	15
Widowed	0	0
Single	48	84
Common-law	7	12

Table E.145
Spouse's Education

	PERCENT	COUNT
Didn't go to school	0	0
Special education (1-6)	0	0
Special education (7-12)	0	0
Less than grade 4	0	0
Between grades 5-9	14	9
Between grades 10-11	14	9
Grade 12 without diploma	5	3
High school diploma	44	28
Post-secondary	20	13
Don't know	2	1
Other	2	1

Table E.146
Years Out of School

	PERCENT	COUNT
Still in school	<1	1
Didn't go to school	0	0
1 year or less	6	11
Between 1-3 years	16	28
Between 4-7 years	21	37
Between 8-10 years	16	28
Between 11-20 years	31	53
21 years or more	9	15
Don't know	0	0

Table E.147
Last Grade Completed

	PERCENT	COUNT
Didn't go to school in Canada	8	14
Special education (1-6)	<1	1
Special education (7-12)	<1	1
Less than grade 4	<1	1
Between grades 5-9	29	50
Between grades 10-11	26	46
Grade 12 without diploma	7	12
High school diploma	27	47
No schooling	0	0
Don't know	0	0
Other	1	2

Table E.148
Reason for Stopping School

	PERCENT	COUNT
Completed objectives	19	33
End of program year	5	8
Personal illness or disability	<1	1
Pregnancy	4	7
Child care problems	<1	1
Personal problems	15	26
Transportation problems	<1	1
Class time/location problems	<1	1
Lack of interest, boredom	12	21
Obtained or changed employment	15	26
Enrolled in other education program	3	5
Moved away	3	6
Time or family commitments	3	5
Program not appropriate/did not meet needs	1	2
Lack of motivation	12	21
Skills too low	1	2
Student sent to/released from institution	0	0
Lack of success in program	2	2
Needed more individualized help	3	5
Asked to leave	2	3
Don't know	0	0
Other	8	13

Table E.149
Other Upgrading Classes

	PERCENT	COUNT
Yes, previously enrolled in an ABE program	36	63
Yes, previously enrolled in an ESL program	5	9
Yes, previously worked with a tutor	0	0
No, new enrolment in adult education	57	99
Don't know	<1	1
Other	<1	1

Table E.150
Reason For Stopping Upgrading

	PERCENT	COUNT
Completed objectives	59	40
End of program year	4	3
Personal illness or disability	1	1
Pregnancy	3	2
Child care problems	1	1
Personal problems	0	0
Transportation problems	1	1
Class time/location problems	1	1
Lack of interest, boredom	1	1
Obtained or changed employment	0	0
Enrolled in other education program	1	1
Moved away	7	5
Time or family commitments	4	3
Program not appropriate/did not meet needs	6	4
Lack of motivation	4	3
Skills too low	1	1
Student sent to/released from institution	0	0
Lack of success in program	3	2
Needed more individualized help	1	1
Asked to leave	0	0
Don't know	0	0
Other	1	1

Table E.151
Other Schooling/Training

	PERCENT	COUNT
None	46	79
Vocational/apprenticeship training	26	45
College/technical school	7	12
University	3	5
Adult non-credit courses	21	36
Don't know	0	0
Other	1	2

Table E.152
Child Care Provider

	PERCENT	COUNT
Not applicable, do not have children	51	88
Daycare	13	23
Family member	14	24
Friend	0	0
Babysitter	6	10
Children in school	16	28
Adult children - n/a	3	6

Table E.153
Language Spoken as Child

	PERCENT	COUNT
English	76	133
French	3	6
Ukrainian	<1	1
German	0	0
Italian	<1	1
Chinese	5	8
Native (aboriginal)	6	11
Other	8	14

Table E.154
Travel to School

	PERCENT	COUNT
Public transit (bus/LRT)	24	41
Taxicab	0	0
School bus	2	3
Provided by institution	0	0
Riding bike	1	2
Walking	11	19
Driving own car	54	93
Driven by family member or friend	8	14
Meet at home - n/a	0	0

Table E.155
Distance to Institution

	PERCENT	COUNT
0-5 km	48	82
6-20 km	36	62
21-40 km	9	15
41-60 km	4	7
61 + km	3	6
Don't know	0	0

Table E.156
Location of Learner

	PERCENT	COUNT
Rural, agricultural sectors	10	18
Town (1,000-9,999 inhabitants)	20	34
Urban city (10,000 + inhabitants)	69	120
Other	1	2

Table E.157
Employment Status

	PERCENT	COUNT
Employed full-time	7	12
Employed part-time	24	42
Casual labour	2	3
Seeking Employment	0	0
Unemployed	2	3
Homemaker	2	3
Full-time student	84	146
Part-time student	16	28
Disabled	1	2
Retired	0	0
Other	<1	1

Table E.158
Type of Work

	PERCENT	COUNT
Managerial/professional	4	2
Clerical	5	3
Sales or service	45	25
Technical or trade	13	7
Unskilled	27	15
Self-employed	7	4
Other	0	0

Table E.159
Financial Support

	PERCENT	COUNT
Job training/work experience program	1	2
Savings/self supporting	15	24
Unemployment insurance	5	7
Pension	<1	1
Workers' compensation	1	2
Student loan	24	37
Grant	1	2
Canada Manpower (CEIC)	5	8
AVT (Alberta Vocational Training) allowance	36	56
Social assistance	15	23
Indian & Northern Affairs	3	5
No income	0	0
Family support	25	38
Don't know	0	0

Table E.160
Learner Recruitment Techniques
(select as many as apply)

	PERCENT	COUNT
Word of mouth	45	78
Paid/public service advertising on radio/TV	0	0
Posters, brochures, bookmarks etc.	6	11
Newspapers	3	6
Social services	<1	1
Public presentations	2	3
Pamphlets	4	7
Information booth	0	0
Referral from another program	7	12
Referral from counselor	18	32
Self initiated	33	57
Don't know	0	0
Other	<1	1

Table E.161
Charged Tuition Fees

	PERCENT	COUNT
Yes	45	79
No	55	95
No, fees waived	0	0
Don't know	0	0

Table E.162
Reason for Schooling

	PERCENT	COUNT
Academic goal/prerequisite	75	131
General self improvement	25	43

Table E.163
Academic Goals

	PERCENT	COUNT
To complete GED (General Educational Development)	4	5
To obtain grade 10	0	0
To obtain high school diploma	14	19
To complete senior matriculation	14	18
To gain entrance to technical/ vocational school	27	36
To gain entrance to college/ university	61	80

Table E.164
Personal Goals

	PERCENT	COUNT
To upgrade basic skills	34	20
To improve English skills	31	18
To get a job	25	15
To get a better job	51	30
To gain independence	25	15
To share skills I've learned with family	20	12

Table E.165

Difficulties Encountered Entering Program

(select as many as apply)

	PERCENT	COUNT
No difficulty	55	96
Age	1	2
Personal unreadiness	2	3
Fear of failure	2	4
The perceived stigma of illiteracy	<1	1
Not enough time	1	2
Home responsibilities	2	4
Job responsibilities	3	5
No child care	3	6
Inadequate transportation	<1	1
No place to study or practice	0	0
Insufficient funding	11	19
No funding for part-time program	1	2
Inability to get funding	6	10
Location of classes/tutorial sessions	2	3
Times of classes/tutorial sessions	4	7
Instructional level in programs is inappropriate	1	2
Registration procedures	2	3
Strict attendance requirements	0	0
Having to wait to begin program	3	5
Fees or material costs	1	2
Eligibility requirements	6	11
Lack access to an existing library	0	0
Lack a resource library	0	0
Lack of awareness about programs	2	3
Regulations of other government agencies	2	3
Inability to transfer between programs within the province	0	0
Other	9	16

Table E.166
Wait to Begin Program

	PERCENT	COUNT
No wait	52	90
1 month or less	12	21
Between 1-3 months	14	25
Between 4-6 months	9	15
Between 7-12 months	6	10
1 year or more	6	10
Don't know	2	3

Table E.167
Learning Situation

	PERCENT	COUNT
Class	80	139
Small group (less than 6)	6	11
One-to-one instruction	11	19
Other	3	5

Table E.168
Preferred Learning Situation

	PERCENT	COUNT
Class	48	83
Small group (less than 6)	31	54
One-to-one instruction	15	26
Other	3	5
Don't know	3	5

Table E.169
Hours Attending School (per week)

	PERCENT	COUNT
Less than 3	<1	1
3-6	10	18
7-10	6	10
11-15	3	6
16-25	35	61
26+	45	78
Don't know	0	0

Table D.170
Homework Completion

	PERCENT	COUNT
Always able to complete it	35	60
Usually able to complete it	64	111
Never able to complete it	2	3

Table D.171
Time Spent Reading for Pleasure or Information (weekly)

	PERCENT	COUNT
None	15	26
1 hour or less	10	17
Between 1-3 hours	24	42
Between 4-6 hours	20	35
Between 7-10 hours	16	28
11 hours or more	14	25
Don't know	<1	1

Table D.172
Services Requested

	PERCENT	COUNT
Referral to job/employer	26	45
Referral to training program	21	36
Referral to community agency for assistance	6	11
Counseling	12	20
Daycare	8	14
Transportation	8	13
Medical services	11	19
Employer sponsorship	16	27
Extra assistance from a tutor	25	42
Don't know	9	15
Other	8	14

APPENDIX F

Response Rates for All ALIP Instruments

Table F.1

Response Rates for All ALIP Instruments

DATA GATHERING	STATUS	SAMPLING METHOD	SAMPLING FRAME TOTAL	SAMPLE SIZE	MAILED TOTAL	REC'D TOTAL	PERCENT
Inventory							
Institution Programs	Complete	Census	253	253	253	241	95.26
Tutor Programs	Complete	Census	65	65	65	63	96.92
Library Collections	Complete	Census	53	53	53	53	100.00
Coordinator/Administrator							
Coordinators	Complete	Census	64	64	64	61	95.31
Administrators	Complete	Census	76	76	76	48	63.16
Total					140	109	77.86
Instructor/Volunteer Tutor							
Instructors	Complete	Sample *(every 2nd)*	559	230	230	144	62.61
Volunteer Tutors	Complete	Sample *(every 4th)*	1132	283	283	182	64.31
Total					513	326	63.55
Adult Learner							
Student	Complete	Sample *(every 19th)*	7028	373	373	239	64.08
Tutored Learner	Complete	Sample *(every 4th)*	1229	307	307	207	67.43
Total					680	446	65.59
TOTALS					1704	1238	72.65

APPENDIX G

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